

Reading: Literature

- RL.9-10.1
  - I CAN clearly determine what the text says.
  - I CAN make inferences based on the text.
  - I CAN cite strong and thorough evidence from the text.
  - I CAN make an analysis of the text based on inferences.
  - I CAN cite strong and thorough evidence to support my inferences and analyses.
- RL.9-10.2
  - I CAN determine the theme or central idea.
- RL.9-10.4
  - I CAN interpret the figurative and connotative meaning of words and phrases.
  - I CAN analyze the impact of word choice on the tone of a text.
- RL.9-10.7
  - I CAN compare and contrast two pieces of art from different mediums that represent the same subject or key scene.
  - I CAN identify what is emphasized or absent in two different artistic representations of the same subject or key scene.
- RL.9-10.10
  - I CAN read complex texts with guidance.
  - I CAN read complex texts independently and proficiently.

Reading: Informational Text

- RI.9-10.1
  - I CAN clearly determine what the text says.
  - I CAN cite strong and thorough evidence from the text.
  - I CAN make inferences based on strong and thorough evidence from the text.
  - I CAN identify the difference between fact and opinion.
  - I CAN cite strong and thorough evidence to support my inferences and analyses.
- RI.9-10.2
  - I CAN determine the theme or central idea.
- RI.9-10.3
  - I CAN identify the main ideas in the text.
- RI.9-10.4
  - I CAN identify and determine the literal, figurative (including simile, metaphor, personification, hyperbole, idiom), and technical meanings of words.
  - I CAN analyze the impact of word choice on the tone of a text.
  - I CAN analyze the impact of word choice on the meaning of a text.
- RI.9-10.5
  - I CAN identify words, phrases, sentences, paragraphs, or chapters that develop key ideas or claims made by the author.
  - I CAN identify the author's key claim or controlling idea.
- RI.9-10.9
  - I CAN identify themes and concepts in seminal U.S. historical and literary documents.
  - I CAN analyze how the author addresses related themes and concepts.
- RI.9-10.10
  - I CAN read literary non-fiction proficiently with some scaffolding by the end of grades 9 and 10.

Writing

- W.9-10.1
  - I CAN introduce an exact claim.
  - I CAN distinguish claims from alternate or opposing arguments.
  - I CAN create an organized structure that shows relationships among claims, counterclaims, reasons, and evidence.
  - I CAN develop claims and counterclaims fairly and provide evidence.
  - I CAN show strengths and limitations of claims and counterclaims.
- W.9-10.2
  - I CAN develop the topic with well-chosen and relevant facts, details, quotations, or other information and examples.
- W.9-10.3
  - I CAN engage and familiarize the reader to my narrative by introducing a problem, situation, or observation.
  - I CAN establish one or multiple points of view.
  - I CAN introduce a narrator and/or characters.
  - I CAN create a progression of experiences or events.
  - I CAN use narratives techniques such as dialogue and pacing to develop experiences, events and/or characters.
  - I CAN use a variety of transitions to develop a coherent sequence of events.
  - I CAN use precise words and phrases.
  - I CAN describe details using sensory language to convey a vivid picture.
  - I CAN write a conclusion/resolution that reflects on the experience portrayed in the narrative.
- W.9-10.4
  - I CAN produce clear and coherent writing.
  - I CAN attend to organization, style, purpose, and audience.

Language

- L.9-10.1
  - I CAN use parallel structure when writing and/or speaking
  - I CAN use various types of phrases such as participial, prepositional, and adverbial to convey specific meanings and add interest to writing or presentations.
  - I CAN use various types of clauses such as independent, dependent, and relative to convey specific meanings and add interest to writing or presentations.
- L.9-10.2
  - I CAN use a semicolon to link two or more closely related independent clauses
  - I CAN use a conjunctive adverb to link two or more closely related independent clauses
  - I CAN use a colon to introduce a list or a quotation.
  - I CAN spell correctly.
- L.9-10.6
  - I CAN acquire and use academic and appropriate words or phrases when reading, writing, speaking and listening at the college and career readiness level.
  - I CAN independently gather vocabulary knowledge important to comprehension or expression.

Speaking and Listening

- SL.9-10.1
  - I CAN engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 9-10 topics and texts.
  - I CAN determine goals, deadlines, and individual roles for discussion groups.
  - I CAN describe ways to make collaborative decisions (e.g., informal consensus).
  - I CAN evaluate collegial discussions and decision making processes used.
  - I CAN follow agreed upon guidelines for discussion.
  - I CAN formulate opinions, ideas, and conclusions based on prior and new evidence.
  - I CAN question or respond to clarify, verify, or challenge conclusions posed by others.
  - I CAN compare and contrast opinions and facts posed by peers on the designated issue or topic.
  - I CAN respond thoughtfully to others' remarks and arguments, summarizing points of agreement and disagreement.
- SL.9-10.2
  - I CAN identify information from multiple sources presented in diverse media (e.g., visually, quantitatively, and orally)
- SL.9-10.4
  - I CAN recognize clear, concise, and logical presentation of information and findings.
  - I CAN evaluate supporting evidence, logical organization, development, and style for a given purpose, audience, and task.
  - I CAN present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning

Writing

Language

Speaking and Listening

**RL.9-10.2**  
 I CAN identify in detail the development of a theme or central idea over the course of the text.  
 I CAN identify the specific details that support the development of a theme or central idea.  
 I CAN produce a summary of the text shaped by central themes or ideas.

**RL.9-10.3**  
 I CAN identify the attributes of a complex character.  
 I CAN analyze how complex characters develop over the course of a text.  
 I CAN analyze how complex characters interact with other characters.  
 I CAN analyze how complex characters advance the plot or develop the theme.

**RL.9-10.4**  
 I CAN identify and analyze figurative language.  
 I CAN identify and analyze connotative language and literary devices.  
 I CAN analyze the impact of word choice on the meaning of a text.

**RL.9-10.7**  
 I CAN compare and contrast two pieces of art from different mediums that represent the same subject or key scene.  
 I CAN identify what is emphasized or absent in two different artistic representations of the same subject or key scene.

**RL.9-10.10**  
 I CAN read complex texts with guidance.  
 I CAN read complex texts independently and proficiently.

**RI.9-10.2**  
 I CAN identify the points where the central ideas are developed.  
 I CAN analyze in detail the development of a theme or central idea.  
 I CAN identify the specific details that support the development of a theme or central idea.  
 I CAN produce a summary of the text shaped by central themes or ideas.

**RI.9-10.3**  
 I CAN identify the author's point-of-view about the main ideas.  
 I CAN analyze how the author unfolds his/her ideas through text structures such as expository, cause-effect, problem-solution, and compare-contrast.  
 I CAN identify and analyze the connections the author makes between ideas and supporting details.

**RI.9-10.4**  
 I CAN analyze the cumulative effect of word choice on meaning and tone.

**RI.9-10.5**  
 I CAN identify words, phrases, sentences, paragraphs, or chapters that develop key ideas or claims made by the author.  
 I CAN identify the author's key claim or controlling idea.  
 I CAN analyze how the author's words, phrases, sentences, paragraphs, or chapters, develop and influence the controlling idea or claim.

**RI.9-10.6**  
 I CAN identify the author's point-of-view and purpose.

**RI.9-10.9**  
 I CAN identify themes and concepts in seminal U.S. historical and literary documents.  
 I CAN analyze how the author addresses related themes and concepts.

**W.9-10.1**  
 I CAN create an organized structure that shows relationships among claims, counterclaims, reasons, and evidence.  
 I CAN develop claims and counterclaims fairly and provide evidence.  
 I CAN show strengths and limitations of claims and counterclaims.

**W.9-10.2**  
 I CAN introduce a topic, organize complex ideas, concepts, and information to make important connections and distinctions.  
 I CAN use appropriate formatting including headings and tables to aid in comprehension.  
 I CAN anticipate the audience's knowledge of the topic while developing my support.  
 I CAN use appropriate transitions to link major sections of the text.  
 I CAN create cohesion and clarify the relationships among complex ideas and concepts.  
 I CAN use exact language and topic-appropriate vocabulary.  
 I CAN establish and maintain a formal style in my writing.  
 I CAN write using an objective tone.  
 I CAN maintain writing norms and use appropriate writing conventions.

**W.9-10.4**  
 I CAN produce clear and coherent writing.  
 I CAN attend to organization, style, purpose, and audience.

**W.9-10.5**  
 I CAN recognize how and when to plan, revise, edit, rewrite, and try a new approach.  
 I CAN recognize significant information for the needs of audience and purpose.  
 I CAN edit my writing using conventions of Standard English.

**L.9-10.2**  
 I CAN spell correctly.

**L.9-10.3**  
 I CAN write and edit work that conforms to style guidelines.

**L.9-10.4**  
 I CAN use context as a clue to determine the meaning of a word or a phrase.

**L.9-10.4**  
 I CAN identify and correctly use patterns of words and changes that indicate different meanings or parts of speech.

**L.9-10.4**  
 I CAN use reference materials to find words' pronunciation, meaning, part of speech, or etymology.

**L.9-10.4**  
 I CAN verify my determination of the meaning of a word or phrase by checking resource materials.

**L.9-10.6**  
 I CAN acquire and use academic and appropriate words or phrases when reading, writing, speaking and listening at the college and career readiness level.  
 I CAN independently gather vocabulary knowledge important to comprehension or expression.

**SL.9-10.1**  
 I CAN engage in a variety of discussions by listening and sharing acquired or prior knowledge of grade 9-10 topics and texts.  
 I CAN determine goals, deadlines, and individual roles for discussion groups.  
 I CAN describe ways to make collaborative decisions.

**SL.9-10.2**  
 I CAN evaluate collegial discussions and decision making processes used.  
 I CAN follow agreed upon guidelines for discussion.  
 I CAN formulate opinions, ideas, and conclusions based on prior and new evidence.  
 I CAN question or respond to clarify, verify, or challenge conclusions posed by others.  
 I CAN compare and contrast opinions and facts posed by peers on the designated issue or topic.  
 I CAN respond thoughtfully to others' remarks and arguments, summarizing points of agreement and disagreement.

**SL.9-10.2**  
 I CAN identify information from multiple sources presented in diverse media (e.g., visually, quantitatively, and orally).

**SL.9-10.4**  
 I CAN recognize clear, concise, and logical presentation of information and findings.  
 I CAN evaluate supporting evidence, logical organization, development, and style for a given purpose, audience, and task.  
 I CAN present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning.

Writing

Language

Speaking and Listening

**RL.9-10.5**  
 I CAN analyze how an author's choices about structuring a text create such effects as mystery, tension, or surprise.  
 I CAN analyze how an author's choices about ordering events creates such effects as mystery, tension, or surprise.  
 I CAN analyze how an author's choices about manipulating time creates such effects as mystery, tension, or surprise.

**RL.9-10.7**  
 I CAN compare and contrast two pieces of art from different mediums that represent the same subject or key scene  
 I CAN identify what is emphasized or absent in two different artistic representations of the same subject or key scene.

**RL.9-10.10**  
 I CAN read complex texts with guidance.  
 I CAN read complex texts independently and proficiently.

**RI.9-10.3**  
 I CAN analyze how the author unfolds his/her ideas through text structures such as expository, cause-effect, problem-solution, and compare-contrast.

**RI.9-10.4**  
 I CAN analyze the cumulative effect of word choice on meaning and tone.

**RI.9-10.5**  
 I CAN identify words, phrases, sentences, paragraphs, or chapters that develop key ideas or claims made by the author.  
 I CAN identify the author's key claim or controlling idea  
 I CAN analyze how the author's words, phrases, sentences, paragraphs, or chapters, develop and influence the controlling idea or claim.

**RI.9-10.6**  
 I CAN identify the rhetorical devices and appeals used by the author to reinforce point-of-view and purpose.  
 I CAN analyze how the author's choice of words and appeals advance his/her purpose and point-of-view.

**RI.9-10.7**  
 I CAN identify a subject using different mediums to tell the same story.  
 I CAN determine which details are emphasized in each account.  
 I CAN analyze the impact of the differing details on the meanings of diverse accounts  
 I CAN analyze the impact on the diverse accounts through the use of a specific media.

**RI.9-10.8**  
 I CAN identify rhetorical devices and argument structures used to present a claim/claims  
 I CAN evaluate the validity, relevance, and sufficiency of the reasoning and evidence.  
 I CAN identify whether or not a statement or its reasoning is fallacious.

**RI.9-10.9**  
 I CAN identify themes and concepts in seminal U.S. historical and literary documents.  
 I CAN analyze how the author addresses related themes and concepts

**WI.9-10.1**  
 I CAN anticipate the audience's knowledge level and concerns.

**WI.9-10.2**  
 I CAN introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions  
 I CAN use appropriate formatting including headings and tables to aid in comprehension.

**WI.9-10.3**  
 I CAN anticipate the audience's knowledge of the topic while developing my support.  
 I CAN create cohesion and clarify the relationships among complex ideas and concepts.  
 I CAN use exact language and topic-appropriate vocabulary.  
 I CAN establish and maintain a formal style in my writing.

**WI.9-10.4**  
 I CAN maintain writing norms and use appropriate writing conventions.  
 I CAN write a conclusion statement or paragraph that summarizes the information presented in the writing.

**WI.9-10.4**  
 I CAN produce clear and coherent writing.  
 I CAN attend to organization, style, purpose, and audience

**WI.9-10.5**  
 I CAN recognize how and when to plan, revise, edit, rewrite, and try a new approach.  
 I CAN recognize significant information for the needs of audience and purpose  
 I CAN edit my writing using conventions of Standard English.

**WI.9-10.7**  
 I CAN identify both short and sustained research topics based on a question or a problem.  
 I CAN find and interpret multiple sources to answer my question or solve my problem.

**WI.9-10.9**  
 I CAN apply grade-appropriate reading standards to literature.  
 I CAN apply grade-appropriate reading standards to non-fiction texts.  
 I CAN draw evidence to support analysis, reflection, or answer a research question.

**L.9-10.2**  
 I CAN spell correctly

**L.9-10.5**  
 I CAN interpret figures of speech within the context of the text.  
 I CAN analyze the role different figures of speech play in the text.  
 I CAN analyze the subtle differences between words with similar meanings.

**L.9-10.6**  
 I CAN acquire and use academic and appropriate words or phrases when reading, writing, speaking and listening at the college and career readiness level.  
 I CAN independently gather vocabulary knowledge important to comprehension or expression.

**SL.9-10.1**  
 I CAN engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 9-10 topics and texts.  
 I CAN reference evidence from texts and research to support comments and ideas

**SL.9-10.2**  
 I CAN identify key supporting ideas from reading and research in context of larger themes and issues  
 I CAN know how to ask thought provoking questions  
 I CAN identify conclusions posed during discussions or in text

**SL.9-10.3**  
 I CAN formulate opinions, ideas, and conclusions based on prior and new evidence  
 I CAN evaluate personal conclusions and the conclusions of others.  
 I CAN respond thoughtfully to others' remarks and arguments, summarizing points of agreement and disagreement.

**SL.9-10.4**  
 I CAN identify information from multiple sources presented in diverse media (e.g., visually, quantitatively, and orally).  
 I CAN evaluate the credibility of each source.  
 I CAN evaluate the accuracy of each source

**SL.9-10.4**  
 I CAN recognize clear, concise, and logical presentation of information and findings.  
 I CAN evaluate supporting evidence, logical organization, development, and style for a given purpose, audience, and task.  
 I CAN present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning.

**SL.9-10.5**  
 I CAN evaluate the usefulness of digital media in presentations to enhance understanding of findings, reasoning, and evidence.  
 I CAN use digital media strategically to enhance understanding and add interest.

**SL.9-10.6**  
 I CAN describe audience, situation, and purpose.  
 I CAN identify qualities of formal and informal speech.  
 I CAN evaluate audience needs (including perceptions and misconceptions)  
 I CAN analyze the situation to determine if it requires formal or informal language.  
 I CAN speak effectively in a variety of situations.

Writing

Language

Speaking and Listening

RL.9-10.6

I CAN identify a particular point of view, bias, or cultural experience reflected in a work of literature from outside the United States.  
I CAN identify points of view, biases, and cultural experiences reflected in multiple texts from outside the United States.  
I CAN analyze how points of view, biases, and cultural experiences of authors and/or characters are shaped by world experiences.

RL.9-10.7

I CAN compare and contrast two pieces of art from different mediums that represent the same subject or key scene.  
I CAN identify what is emphasized or absent in two different artistic representations of the same subject or key scene

RL.9-10.9

I CAN identify when and how an author draws on and/or transforms source material.  
I CAN analyze how the source material has changed from the original work.

RL.9-10.10

I CAN read complex texts with guidance  
I CAN read complex texts independently and proficiently.

RI.9-10.3

I CAN analyze how the author unfolds his/her ideas through text structures such as expository, cause-effect, problem-solution, and compare-contrast.

RI.9-10.5

I CAN analyze how the author's words, phrases, sentences, paragraphs, or chapters, develop and influence the controlling idea or claim.

RI.9-10.9

I CAN identify themes and concepts in seminal U.S. historical and literary documents.  
I CAN analyze how the author addresses related themes and concepts similarly.

RI.9-10.10

I CAN read literary non-fiction proficiently with some scaffolding by the end of grades 9 and 10.

W.9-10.1

I CAN attend to norms/conventions of the discipline.  
I CAN provide a concluding statement that follows from and supports the argument presented.

W.9-10.4

I CAN produce clear and coherent writing.  
I CAN attend to organization, style, purpose, and audience.

W.9-10.5

I CAN recognize how and when to plan, revise, edit, rewrite, and try a new approach.  
I CAN recognize significant information for the needs of audience and purpose.  
I CAN edit my writing using conventions of Standard English.

W.9-10.6

I CAN use technology, including the Internet, to produce, revise, edit, and publish writing.  
I CAN use technology to display information  
I CAN use technology to interact and collaborate with others for an intended purpose.

W.9-10.7

I CAN identify both short and sustained research topics based on a question or a problem.  
I CAN find and interpret multiple sources to answer my question or solve my problem.  
I CAN narrow or broaden the inquiry when appropriate.  
I CAN synthesize information from multiple sources

W.9-10.8

I CAN gather relevant information from multiple credible print and digital sources  
I CAN use advanced searches effectively.  
I CAN integrate information into the text selectively to maintain flow of ideas and avoid plagiarism.  
I CAN follow a standard format of citation.

W.9-10.9

I CAN draw evidence to support an analysis, reflection, or answer a research question.

W.9-10.10

I CAN write over an extended period of time to produce pieces of writing that may require research, reflection, and revision.  
I CAN write within a short, designated time frame for a range of tasks, purposes, and audiences.

L.9-10.2

I CAN spell correctly.

L.9-10.6

I CAN acquire and use academic and appropriate words or phrases when reading, writing, speaking and listening at the college and career readiness level.  
I CAN independently gather vocabulary knowledge important to comprehension or expression.

SL.9-10.1

I CAN engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 9-10 topics and texts.

I CAN reference evidence from texts and research to support comments and ideas

I CAN know how to ask thoughtful provoking questions.

I CAN identify conclusions posed during discussions or in text

I CAN formulate opinions, ideas, and conclusions based on prior and new evidence.

I CAN evaluate personal conclusions and the conclusions of others

I CAN respond thoughtfully to others' remarks and arguments, summarizing points of agreement and disagreement

SL.9-10.2

I CAN identify information from multiple sources presented in diverse media (e.g., visually, quantitatively, and orally)

I CAN evaluate the credibility of each source.

I CAN evaluate the accuracy of each source.

SL.9-10.4

I CAN recognize clear, concise, and logical presentation of information and findings

I CAN evaluate supporting evidence, logical organization, development, and style for a given purpose, audience, and task

I CAN present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning.

SL.9-10.5

I CAN evaluate the usefulness of digital media in presentations to enhance understanding of findings, reasoning, and evidence.

I CAN use digital media strategically to enhance understanding and add interest

SL.9-10.6

I CAN describe audience, situation, and purpose.  
I CAN identify qualities of formal and informal speech.

I CAN evaluate audience needs

I CAN analyze the situation to determine if it requires formal or informal language.

I CAN speak effectively in a variety of situations

Reading: Literature

**RL.11-12.1**  
 I CAN make inferences based on what the text says  
 I CAN cite strong/through evidence from the text  
 I CAN make an inference based on strong and thorough evidence from the text  
 I CAN make an inference based on my analysis of the entire text  
 I CAN cite strong and thorough evidence to support my inferences and analyses  
 I CAN analyze a text based on information that is presented as well as on information that is omitted.

**RL.11-12.2**  
 I CAN determine two or more themes or central ideas of a text.  
 I CAN analyze in detail the development of two or more themes or central ideas and how they interact and build on one another.  
 I CAN identify the specific details that support the development of themes or central ideas.  
 I CAN produce an objective summary of the text shaped by central themes or ideas.

**RL.11-12.3**  
 I CAN identify and analyze the elements of story or drama  
 I CAN identify and analyze the structure of a story or drama

**RL.11-12.4**  
 I CAN interpret the figurative and connotative meaning of words and phrases from a text  
 I CAN identify and analyze figurative language.  
 I CAN identify and analyze connotative language.  
 I CAN analyze the impact of word choice on the tone of a text.  
 I CAN analyze the impact of word choice on the meaning of a text.  
 I CAN recognize when a word has multiple meanings or has a unique use in a particular context.

**RL.11-12.10**  
 I CAN read and understand literature with minimal guidance

Reading: Informational Text

**RI.11-12.1**  
 I CAN make inferences based on what the text says  
 I CAN cite strong/through evidence from the text.  
 I CAN identify the difference between fact and opinion  
 I CAN make inferences based on strong and thorough evidence from the text.  
 I CAN analyze a text based on information that is presented as well as on information that is omitted.

**RI.11-12.2**  
 I CAN determine two or more themes or central ideas of a text.  
 I CAN analyze in detail the development of two or more themes or central ideas and how they interact and build on one another.  
 I CAN identify the specific details that support my analysis of the development of themes or central ideas.  
 I CAN produce an objective summary of the text shaped by themes or ideas with the supporting detail.

**RI.11-12.4**  
 I CAN analyze the impact of word choice on the tone of a text.  
 I CAN analyze the impact of word choice on the meaning of a text.  
 I CAN recognize when a word has multiple meanings or has a unique use in a particular context and analyze its impact.

**RI.11-12.6**  
 I CAN identify the author's point-of-view and purpose for writing  
 I CAN analyze how the author's choice of words and rhetorical devices govern purpose and point-of-view.  
 I CAN identify and analyze how specific rhetorical choices contribute to persuasiveness, poetic tone, and/or effectiveness.

**RI.11-12.8**  
 I CAN identify themes and concepts in seminal U.S. historical documents.  
 I CAN compare and contrast themes and concepts found in seminal U.S. historical and literary documents  
 I CAN analyze how the author addresses related themes in these seminal documents.

**RI.11-12.10**  
 I CAN read and understand literary non-fiction with minimal scaffolding by the end of 11-12th grade.

Writing

**W.11-12.1**  
 I CAN distinguish claims from alternate or opposing arguments  
 I CAN create an organized structure that shows relationships among claims, counterclaims, reasons, and evidence.  
 I CAN develop claims and counterclaims fairly and provide evidence.  
 I CAN show strengths and limitations of claims and counterclaims

**W.11-12.2**  
 I CAN develop the topic with well-chosen and relevant facts, details, quotations, or other information and examples.

**W.11-12.3**  
 I CAN engage and familiarize the reader to my narrative by introducing a problem, situation, or observation.  
 I CAN establish one or multiple points of view.  
 I CAN introduce a narrator and/or characters  
 I CAN create a smooth progression of experiences or events  
 I CAN use a variety of transitions to develop a coherent sequence of events  
 I CAN describe details using sensory language to convey a vivid picture.

**W.11-12.4**  
 I CAN write a conclusion/resolution that reflects on the experience portrayed in the narrative.

**W.11-12.4**  
 I CAN attend to organization, style, purpose, and audience.

**W.11-12.5**  
 I CAN recognize how and when to plan, revise, edit, rewrite, and try a new approach.  
 I CAN recognize significant information for the needs of audience and purpose.  
 I CAN edit my writing using conventions of Standard English.

**W.11-12.9**  
 I CAN apply grade-appropriate reading standards to literature fiction texts.  
 I CAN apply grade-appropriate reading standards to non-fiction texts.  
 I CAN draw evidence to support analysis, reflection, or answer a research question.

**W.11-12.10**  
 I CAN write over an extended period of time to produce pieces of writing that may require research, reflection, and revision.  
 I CAN write within a short, designated time frame for a range of tasks, purposes, and audiences.

Language

**L.11-12.1**  
 I CAN understand that usage is a matter of convention, can change over time, and is sometimes contested.  
 I CAN resolve issues of complex or contested usage, consulting references as needed.

**L.11-12.2**  
 I CAN use hyphenation correctly.

**L.11-12.6**  
 I CAN acquire and use academic and appropriate words or phrases when reading, writing, speaking and listening at the college and career readiness level.  
 I CAN independently gather vocabulary knowledge important to comprehension or expression.

Speaking and Listening

**SL.11-12.1**  
 I CAN initiate discussion effectively in pairs, small and whole group discussions  
 I CAN effectively build on, and add to, the discussion with others  
 I CAN switch back and forth in a leadership role as needed to set rules, form consensus, voting and other issues relating to collegial discussions  
 I CAN work with peers to problem solve when civil discourse breaks down.  
 I CAN respond thoughtfully to ideas different from my own.

**SL.11-12.2**  
 I CAN summarize things I agree/disagree with  
 I CAN justify my opinions and make new connections to new ideas I learn.  
 I CAN synthesize new information from what I hear.  
 I CAN determine when I need more information in order to perform my task thoroughly

**SL.11-12.4**  
 I CAN use multiple and diverse media formats with information I present.  
 I CAN evaluate the purpose, credibility, appropriateness and effectiveness of the sources I select.

**SL.11-12.3**  
 I CAN identify any fallacious reasoning, exaggerated or distorted evidence.  
 I CAN evaluate the persuasiveness and effectiveness of an author's point-of-view based on the use of reasoning, support, and rhetorical devices.

**SL.11-12.4**  
 I CAN be clear, concise, and logical in my presentations  
 I CAN use sound and valid reasoning with relevant and persuasive details  
 I CAN organize my presentation in a manner appropriate to the audience and task  
 I CAN present opposing or alternative perspectives to my argument using style, diction suitable to audience, purpose, and task.

**SL.11-12.6**  
 I CAN demonstrate my command of English by the formal or informal diction I use.  
 I CAN use syntax, phrases, parallel structures, and rhetorical devices that are appropriate for the audience, task.

Writing

Language

Speaking and Listening

**RL.11-12.3**  
 I CAN analyze the impact of an author's choices on the elements and structure of a story or drama.

**RL.11-12.5**  
 I CAN identify various text structures.  
 I CAN analyze how an author's choices about structuring parts of a text affect its aesthetic impact.  
 I CAN analyze the author's choice to use a specific structure and how it contributes to the story structure and its overall meaning.

**RL.11-12.6**  
 I CAN distinguish between what is said (denoted) and what is really meant (connoted) in a text.  
 I CAN identify and elaborate on the elements that determine the point-of-view.

**RL.11-12.10**  
 I CAN read and understand literature with minimal guidance.

**RI.11-12.1**  
 I CAN cite strong/through evidence from the text, based on my inferences.  
 I CAN analyze a text based on information that is presented as well as on information that is omitted.

**RI.11-12.3**  
 I CAN identify the complex ideas or sequences of events.  
 I CAN explain the interaction and development over the course of a text between individuals, ideas, and/or events.  
 I CAN analyze the details and points at which individuals, ideas, and/or events connect and develop over the course of the text.

**RI.11-12.4**  
 I CAN interpret the figurative, connotative, and technical meaning of words and phrases.  
 I CAN identify and analyze figurative, connotative, and technical language over the course of a text and its impact upon the meaning of the text.  
 I CAN identify and analyze the impact of technical and literary devices upon the text.

**RI.11-12.5**  
 I CAN identify various text structures  
 I CAN evaluate the effectiveness the author's choice of structure has upon the exposition or argument regarding clarity, sufficient evidence, and persuasiveness.

**RI.11-12.8**  
 I CAN identify themes and concepts in seminal U.S. historical documents.  
 I CAN compare and contrast themes and concepts found in seminal U.S. historical and literary documents.  
 I CAN analyze how the author addresses the related themes in these seminal documents.

**RI.11-12.10**  
 I CAN read and understand literary non-fiction with minimal scaffolding by the end of 11-12th grade.

**W.11-12.1**  
 I CAN create an organized structure that shows relationships among claims, counterclaims, reasons, and evidence.  
 I CAN develop claims and counterclaims fairly and provide evidence.  
 I CAN show strengths and limitations of claims and counterclaims.

**W.11-12.2**  
 I CAN introduce a topic, organize complex ideas, concepts, and information to make important connections and distinctions.  
 I CAN use appropriate formatting including headings and tables to aid in comprehension.  
 I CAN anticipate the audience's knowledge of the topic while developing my support.  
 I CAN use appropriate transitions to link major sections of the text.  
 I CAN create cohesion and clarify the relationships among complex ideas and concepts.  
 I CAN use exact language and topic-appropriate vocabulary.  
 I CAN write using an objective tone.  
 I CAN maintain writing norms and use appropriate writing conventions.  
 I CAN write a conclusion statement or paragraph that summarizes the information presented in the writing.

**W.11-12.4**  
 I CAN attend to organization, style, purpose, and audience.

**W.11-12.5**  
 I CAN recognize how and when to plan, revise, edit, rewrite, and try a new approach.  
 I CAN recognize significant information for the needs of audience and purpose.  
 I CAN edit my writing using conventions of Standard English.

**W.11-12.9**  
 I CAN apply grade-appropriate reading standards to literature fiction texts.  
 I CAN draw evidence to support analysis, reflection, or answer a research question.

**W.11-12.10**  
 I CAN write over an extended period of time to produce pieces of writing that may require research, reflection, and revision.  
 I CAN write within a short, designated time frame for a range of tasks, purposes, and audiences.

**L.11-12.3**  
 I CAN write and edit work that conforms to style guidelines.

**L.11-12.4**  
 I CAN use context as a clue to determine the meaning of a word or a phrase.  
 I CAN identify and correctly use patterns of words and changes that indicate different meanings or parts of speech.  
 I CAN use reference materials to find words' pronunciation, meaning, part of speech, or etymology.  
 I CAN verify my delimitation of the meaning of a word or phrase by checking resource materials.

**L.11-12.6**  
 I CAN acquire and use academic and appropriate words or phrases when reading, writing, speaking and listening at the college and career readiness level.  
 I CAN independently gather vocabulary knowledge important to comprehension or expression.

**SL.11-12.1**  
 I CAN reference previously prepared reading, research, and prior knowledge to help progress the discussion.  
 I CAN use my preparation to deepen the conversations.  
 I CAN participate in formulating rules and procedures for an effective and productive discussion.  
 I CAN switch back and forth in a leadership role as needed to set rules, form consensus, voicing and other issues relating to collegial discussions.  
 I CAN include others in the discussion through clarification, questioning, verifying, or challenging ideas based on the topic/theme.  
 I CAN deepen the conversation by asking questions that relate to, and add to the topic.  
 I CAN ask probing questions that expand positions that include divergent and creative perspectives from me and others.  
 I CAN synthesize new information from what I hear.

**SL.11-12.2**  
 I CAN use multiple and diverse media formats with information I present.

**SL.11-12.3**  
 I CAN identify any fallacious reasoning, exaggerated or distorted evidence.  
 I CAN evaluate the persuasiveness and effectiveness of an author's point-of-view based on the use of reasoning, support, and rhetorical devices.

**SL.11-12.4**  
 I CAN be clear, concise, and logical in my presentations.  
 I CAN use sound and valid reasoning with relevant and persuasive details.  
 I CAN organize my presentation in a manner appropriate to the audience and task.  
 I CAN present opposing or alternative perspectives to my argument using style, diction suitable to audience, purpose, and task.

**SL.11-12.6**  
 I CAN demonstrate my command of English by the formal or informal diction I use.  
 I CAN use syntax, phrases, parallel structures, and rhetorical devices that are appropriate for the audience, task.

Writing

Language

Speaking and Listening

**RL.11-12.7**  
 I CAN identify when and how an author draws on and/or transforms source material in a specific work.  
 I CAN analyze how the source material has changed from the original work.  
 I CAN identify the source materials of modern interpretations of classic texts

**RL.11-12.9**  
 I CAN identify the genre of two or more pieces of foundational literature.  
 I CAN compare/contrast the point-of-view and bias of two or more pieces of foundational literature of similar themes/topics.  
 I CAN explain the influences of the culture and climate reflected through the themes/topics, point-of-view and authorial bias.

**RL.11-12.10**  
 I CAN read complex texts with minimal guidance

**RI.11-12.1**  
 I CAN cite strong/through evidence from the text.  
 I CAN analyze a text based on information that is presented as well as on information that is omitted.

**RI.11-12.3**  
 I CAN identify the complex ideas or sequences of events.  
 I CAN explain the interaction and development over the course of a text between individuals, ideas, and/or events.  
 I CAN analyze the details and points at which individuals, ideas, and/or events connect and develop over the course of the text.

**RI.11-12.5**  
 I CAN identify various text structures.  
 I CAN evaluate the effectiveness the author's choice of structure has upon the exposition or argument regarding clarity, sufficient evidence, and persuasiveness.  
 I CAN analyze how the author unfolds his/her ideas through the text structure.  
 I CAN identify and analyze the connections the author makes between ideas and supporting details

**RI.11-12.7**  
 I CAN identify a significant question to be answered or a problem to be solved.  
 I CAN research and select information from different mediums that address the question or the problem.  
 I CAN integrate information into multi-media formats to present my findings.  
 I CAN evaluate both orally and in writing the effectiveness of my sources.

**RI.11-12.8**  
 I CAN identify themes and concepts in seminal U.S. historical documents.  
 I CAN compare and contrast themes and concepts found in seminal U.S. historical and literary documents.  
 I CAN analyze how the author addresses related themes in these seminal documents

**RI.11-12.10**  
 I CAN read and understand literary non-fiction with minimal scaffolding by the end of 11-12th grade.

**W.11-12.1**  
 I CAN anticipate the audience's knowledge level and concerns.

**W.11-12.2**  
 I CAN introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions.  
 I CAN use appropriate formatting including headings and tables to aid in comprehension.  
 I CAN create cohesion and clarify the relationships among complex ideas and concepts.  
 I CAN use exact language and topic-appropriate vocabulary.  
 I CAN maintain writing norms and use appropriate writing conventions.  
 I CAN write a conclusion statement or paragraph that summarizes the information presented in the writing.

**W.11-12.4**  
 I CAN attend to organization, style, purpose, and audience

**W.11-12.5**  
 I CAN recognize how and when to plan, revise, edit, rewrite, and try a new approach.  
 I CAN recognize significant information for the needs of audience and purpose.  
 I CAN edit my writing using conventions of Standard English.

**W.11-12.7**  
 I CAN identify both short and sustained research topics based on a question or a problem.  
 I CAN find and interpret multiple sources (electronic or in print) to answer my question or solve my problem.

**W.11-12.9**  
 I CAN apply grade-appropriate reading standards to literature.  
 I CAN apply grade-appropriate reading standards to non-fiction texts.  
 I CAN draw evidence to support analysis, reflection, or answer research question.

**W.11-12.10**  
 I CAN write over an extended period of time to produce pieces of writing that may require research, reflection, and revision.  
 I CAN write within a short, designated time frame for a range of tasks, purposes, and audiences

**L.11-12.5**  
 I CAN interpret figures of speech within the context of the text.  
 I CAN analyze the role different figures of speech play in the text.  
 I CAN analyze the subtle differences between words with similar meanings

**L.11-12.6**  
 I CAN acquire and use academic and appropriate words or phrases when reading, writing, speaking and listening at the college and career readiness level.  
 I CAN independently gather vocabulary knowledge important to comprehension or expression.

**SL.11-12.1**  
 I CAN switch back and forth in a leadership role as needed to set rules, form consensus, voting and other issues relating to collegial discussions.  
 I CAN synthesize new information from what I hear

**SL.11-12.2**  
 I CAN use multiple and diverse media formats with information I present.  
 I CAN evaluate the purpose, credibility, appropriateness and effectiveness of the sources I select.

**SL.11-12.3**  
 I CAN identify a speaker's point-of-view, reasoning, evidence, and rhetorical devices

**SL.11-12.4**  
 I CAN be clear, concise, and logical in my presentations.  
 I CAN use sound and valid reasoning with relevant and persuasive details.  
 I CAN organize my presentation in a manner appropriate to the audience and task

**SL.11-12.5**  
 I CAN present opposing or alternative perspectives to my argument using style, diction suitable to audience, purpose, and task.

**SL.11-12.5**  
 I CAN select the digital media that is most appropriate for the purpose and audience and the task.  
 I CAN use interactive media that is appropriate for the purpose, audience and task to create interest.  
 I CAN use interactive media in an appropriate manner for my purpose, audience and task interestingly

**SL.11-12.6**  
 I CAN demonstrate my command of English by the formal or informal diction I use.  
 I CAN use syntax, phrases, parallel structures, and rhetorical devices that are appropriate for the audience, task



Writing

Language

Speaking and Listening

**RL.11-12.7**  
 I CAN identify when and how an author draws on and/or transforms source material in a specific work.  
 I CAN analyze how the source material has changed from the original work.  
 I CAN identify the source materials of modern interpretations of classic texts

**RL.11-12.9**  
 I CAN identify the genre of two or more pieces of foundational literature  
 I CAN compare/contrast the point-of-view and bias of two or more pieces of foundational literature of similar themes/topics  
 I CAN explain the influences of the culture and climate reflected through the themes/topics, point-of-view and authorial bias.

**RL.11-12.10**  
 I CAN read and understand literature with minimal guidance.

**RI.11-12.1**  
 I CAN cite strong/through evidence from the text.  
 I CAN analyze a text based on information that is presented as well as on information that is omitted.

**RI.11-12.7**  
 I CAN identify a significant question to be answered or a problem to be solved.  
 I CAN research and select information from different mediums that address the question or the problem.  
 I CAN integrate information into multi-media formats to present my findings  
 I CAN evaluate both orally and in writing the effectiveness of my sources.

**RI.11-12.8**  
 I CAN identify themes and concepts in seminal U.S. historical documents.  
 I CAN compare and contrast themes and concepts found in seminal U.S. historical and literary documents.  
 I CAN analyze how the author addresses related themes in these seminal documents

**RI.11-12.10**  
 I CAN read and understand literary non-fiction with minimal scaffolding by the end of 11-12th grade.

**W.11-12.1**  
 I CAN use words, phrases and clauses to link sections of text, create cohesion, and clarify relationships.  
 I CAN attend to norms and conventions of the discipline.  
 I CAN provide a concluding statement that follows from and supports the argument presented

**W.11-12.5**  
 I CAN recognize how and when to plan, revise, edit, rewrite, and try a new approach  
 I CAN recognize significant information for the needs of audience and purpose.  
 I CAN edit my writing using conventions of Standard English

**W.11-12.6**  
 I CAN use technology, including the internet, to produce, revise, edit, and publish writing  
 I CAN use technology to display information  
 I CAN use technology to interact and collaborate

**W.11-12.7**  
 I CAN identify both short and sustained research topics based on a question or a problem.  
 I CAN find and interpret multiple sources to answer my question or solve my problem.  
 I CAN narrow or broaden the inquiry when appropriate  
 I CAN synthesize information from multiple sources

**W.11-12.8**  
 I CAN gather relevant information from multiple credible print and digital sources  
 I CAN use advanced searches effectively  
 I CAN assess the usefulness of each source in answering the research question  
 I CAN integrate information into the text selectively to maintain flow of ideas and avoid plagiarism.  
 I CAN follow a standard format of citation.

**W.11-12.9**  
 I CAN apply grade-appropriate reading standards to literature texts  
 I CAN apply grade-appropriate standards to non-fiction texts  
 I CAN draw evidence to support analysis, reflection, or answer a research question

**W.11-12.10**  
 I CAN write over an extended period of time to produce pieces of writing that may require research, reflection, and revision.  
 I CAN write within a short, designated time frame for a range of tasks, purposes, and audiences.

**L.11-12.6**  
 I CAN acquire and use academic and appropriate words or phrases when reading, writing, speaking and listening at the college and career readiness level.  
 I CAN independently gather vocabulary knowledge important to comprehension or expression

**SL.11-12.1**  
 I CAN switch back and forth in a leadership role as needed to set rules, form consensus, voting and other issues relating to collegial discussions.  
 I CAN synthesize new information from what I hear

**SL.11-12.2**  
 I CAN use multiple and diverse media formats with information I present  
 I CAN evaluate the purpose, credibility, appropriateness and effectiveness of the sources I select.

**SL.11-12.4**  
 I CAN be clear, concise, and logical in my presentations  
 I CAN use sound and valid reasoning with relevant and persuasive details.  
 I CAN organize my presentation in a manner appropriate to the audience and task.  
 I CAN present opposing or alternative perspectives to my argument using style, diction suitable to audience, purpose, and task

**SL.11-12.5**  
 I CAN select the digital media that is most appropriate for the purpose and audience and the task  
 I CAN use interactive media that is appropriate for the purpose, audience and task to create interest

**SL.11-12.6**  
 I CAN demonstrate my command of English by the formal or informal diction I use.  
 I CAN use syntax, phrases, parallel structures, and rhetorical devices that are appropriate for the audience, task.