

I can identify and explain
how textual evidence
supports what the author
states directly and what
he/she implies.

(RL 11-12.1)

I can determine if there is sufficient evidence to support what the text says.

I can determine the quality of the evidence used to support what the text says.

I can identify and explain areas of the text that are unclear.

(RL 11-12.1)

I can identify two or more themes or central ideas of a text.

I can explain how multiple themes or ideas are developed and build on one another to produce a complex text.

I can summarize a text.
(RL.11-12.2)

I can identify and explain how an author's choice of setting and order of events work to affect the story or drama.

I can identify and explain how the author's choices about character development work to affect the story and drama.

(RL 11-12.3)

I can identify figurative language in a text.

I can identify connotative meanings of certain words in a text.

I can identify how specific words and phrases influence the meaning of a text.

I can identify how specific words and phrases influence the tone of a text.

I can identify how unique language engages readers and influences the author's tone.

(RL 11-12.4)

I can identify and explain how an author's choices about specific parts of a text contribute to its overall structure, meaning, and artistic appeal.

(RL 11-12.5)

I can identify an author's actual point of view about a particular subject by comparing what is stated directly to what is implied through literary techniques such as satire, sarcasm, irony, or understatement, etc.

(RL 11-12.6)

I can analyze multiple versions of a story, drama, or poem, and evaluate how each interprets the original text.

(RL 11-12.7)

I can compare foundational works
of American literature to
determine how two or more texts
treat similar themes or topics.

(RL 11-12.9)

(11) I can read and understand highly complex literature with some support. (12) I can read and understand highly complex literature independently and proficiently.

(RL 11-12.10)

I can identify the difference between what the author states directly and what he/she implies in the text.

I can supply strong and thorough textual evidence to support what the author states directly and what he/she implies.

I can determine where the text leaves matters uncertain due to a lack of textual evidence.

(RI 11-12.1)

I can find two or more central ideas of a text and explain their development throughout the text.

I can explain how the central ideas work together and build on one another to produce a complex analysis.

I can provide an objective summary of the text.

(RI 11-12.2)

I can identify a complex set of ideas or a sequence of events in a text.

I can explain how specific individuals, ideas, or events interact and develop throughout the text.

(RI 11-12.3)

I can identify figurative language in an informational text.

I can identify the connotative and technical meanings of specific words in an informational text.

I can explain how an author uses and clarifies the meanings of key terms used throughout the text.

(RI 11-12.4)

I can identify the structure of an author's exposition or argument and evaluate its effectiveness for his/her purpose(s).

I can determine whether an author's structure makes his or her points clear, convincing, and interesting.

(RI 11-12.5)

I can identify the author's use of literary and stylistic techniques that effectively represent his/her point of view.

I can explain how the author's style and content contribute to the power, persuasiveness, or beauty of the text.

I can identify and explain how the author makes clear that his/her views are different from others' opinions

(RI 11-12.6)

I can bring together a variety of sources of information, such as texts, media, or other formats, to address a question or solve a problem.

(RI 11-12.7)

I can outline and explain the reasoning in key U.S. texts.

I can outline and explain how U.S. texts use constitutional principles and use legal reasoning.

I can outline and explain the premises, purposes, and arguments in works of public advocacy.

(RI 11-12.8)

I can identify and explain the themes, purposes, literary and stylistic techniques used in foundational U.S. documents.

(RI 11-12.9)

(11) I can read and comprehend highly complex literary non-fiction with proficiency and with support as needed.

(12) I can read and comprehend highly complex literary nonfiction independently and proficiently.

(RI 11-12.10)

I can write a claim(s) and support it with valid reasons and enough evidence to build an argument that analyzes a topic or a text.

(W 11-12.1)

I can write clear and well-founded claim(s) and distinguish the claim(s) from different or opposing claims.

I can organize claims, counterclaims, reasons, and evidence in a logical sequence.

(W 11-12.1a)

I can provide specific evidence that supports both the claim(s) and the counterclaim(s) and identifies the pros and cons of each.

I can provide evidence in a way that anticipates what the audience knows and believes about the issue.

(W 11-12.1b)

I can structure and vary words,
phrases, and clauses in
sentences to unify the text.

(W 11-12.1c)

I can use formal words and language to write about an issue or topic.

(W 11-12.1d)

I can conclude my writing with a statement that backs claims in my argument.

(W 11-12.1e)

I can write an essay that conveys complex ideas and information.

I can write a clear and accurate essay through careful organization and analysis of the selected information.

(W 11-12.2)

I can organize an essay of complex ideas where each new element builds on the information that comes before.

I can format the essay to include relevant headings, graphics, and multimedia to aid understanding.

(W 11-12.2a)

I can select the most significant and relevant information for my topic.

I can develop my topic thoroughly through extended definitions, concrete details, quotations and other information appropriate to the audience's knowledge.

(W 11-12.2b)

I can use a variety of transitions
and sentence patterns to link
complex ideas and concepts to
unify the text.

(W 11-12.2c)

I can use vocabulary and language specific to my topic.

I can use figurative language such as metaphor, simile and analogy to express complex ideas.

(W 11-12.2d)

I can write a formal paper with an objective tone that uses the correct conventions for my subject area.

(W 11-12.2e)

I can write a conclusion that shows the importance of the information presented in my paper.

(W 11-12.2f)

I can write a well-structured,
detailed narrative about real or
imagined events or experiences.

(W 11-12.3)

I can engage the reader by introducing a problem, situation or observation and revealing its significance.

I can engage the reader by setting up one or more points of view and introducing a narrator and/or characters.

I can write events and experiences that progress smoothly and logically.

(W 11-12.3a)

I can write a narrative using techniques such as dialogue, pacing, description, reflection, and multiple plot lines.

I can use these narrative techniques to develop events, and/or characters.

(W 11-12.3b)

I can use a variety of techniques to arrange events that build upon one another to create an understandable narrative.

I can choose techniques that work together to create a particular tone or outcome.

(W 11-12.3c)

I can conclude my story by reflecting on what is experienced, observed, or resolved.

(W 11-12.3e)

I can develop and organize clear and straightforward writing which is appropriate for a specific task, purpose, and audience.

(W 11-12.4)

I can develop and strengthen my writing by planning, revising, editing, and rewriting.

I can address what is most significant for a specific purpose or audience.

(W 11-12.5)

I can use technology to create, publish and update writing for individual or group projects.

I can respond to ongoing feedback, including new arguments or information.

I can use technology to link my writing to other information.

(W 11-12.6)

I can research short as well as extended projects to solve problems or answer questions, including questions that I create.

I can narrow or broaden my research when appropriate.

I can combine multiple sources to demonstrate my understanding of the subject.

(W 11-12.7)

I can conduct an advanced search to gather relevant information from reliable print and digital sources.

I can determine the strengths and weaknesses of each source in terms of task, purpose, and audience.

I can determine the strengths and weaknesses of each source in terms of task, purpose, and audience.

I can correctly cite my sources within the text and at the end of my paper.

(W 11-12.8)

I can find specific facts, examples, or details in literary or informational text to support my analysis, reflection, and research.

(W 11-12.9)

I can routinely write over a shorter or extended time frame for a range of tasks, purposes, and audiences.

(W 11-12.10)

I can participate in a variety of discussions, building on others' ideas, while expressing my ideas clearly and convincingly.

(SL 11-12.1)

I can research and share relevant evidence to support a meaningful discussion.

I can work with peers to create roles within the group to accomplish a goal and encourage civil, democratic (self-ruled) discussions and decision-making.

(SL 11-12.1a/b)

I can ask questions and make comments that respectfully challenge others' reasoning and evidence, and establish different perspectives.

I can actively include all others' positions in the discussion.

(SL 11-12.1c)

I can respond thoughtfully to different perspectives and resolve differences when necessary.

I can incorporate information from multiple viewpoints and determine what additional information may be needed.

(SL 11-12.1d)

I can evaluate and incorporate multiple sources of accurate and credible information to make informed decisions and solve problems.

(SL 11-12.2)

I can evaluate a speaker's point of view, reasoning, and use of evidence.

I can identify and assess a speaker's use of rhetorical devices, (premises, linking ideas, word choice, emphasized points, and tone) to support his/her position.

(SL 11-12.3)

I can present a clear and distinct perspective, sharing information from my research findings.

I can effectively address opposing perspectives.

I can present organized and well-developed information that fits a variety of purposes, audiences, and tasks.

(SL 11-12.4)

I can use digital media to present information to make it understandable and engaging.

(SL 11-12.5)

I can adapt the way I speak to a variety of situations and purposes, using correct English when needed.

(SL 11-12.6)

I can use language correctly when writing or speaking.

I can cite examples of how language has changed over time or how language varies depending on how it's used.

I can consult credible references to resolve complex or debatable issues about the way language is used.

(L 11-12.1)

I can use correct capitalization, punctuation,
and spelling in my writing.

I can correctly use a hyphen.

I can correct misspelled words in my writing.

(L 11-12.2)

I can identify how language works in different situations.

I can identify ways that language choices help me understand what I read and hear.

I can make choices that help me understand what I read and hear because I understand how language works in different circumstances.

I can identify ways that language choices influence meaning or style.

(L 11-12.3)

I can vary sentence structure for effect.

I can consult references for help in understanding syntax.

I can identify different sentence structures in complex texts.

(L 11-12.3a)

I can use a variety of strategies to determine what a word or phrase means.

I can determine the meaning of a word through context clues or by the way it is used in a sentence or text.

(L 11-12.4a)

I can identify how altering parts of words can change their meanings and functions.

I can correctly use alternate word endings to change the meanings of similar words.

(L 11-12.4b)

I can consult reference materials to find the pronunciation, meaning, accepted usage and origin of unfamiliar words.

I can use context clues to define a word and then verify my definition by using a dictionary.

(L 11-12.4c-d)

I can identify examples of figurative language.

I can recognize how words relate to each other.

I can recognize the slight differences in word meanings based on how they are used.

I can identify figures of speech such as hyperbole and paradox and explain their meaning and usage.

(L 11-12.5a)

I can explain the slight differences between words with similar definitions.

I can use various resources to build my vocabulary and help me understand what I read or hear.

I can define words and phrases that are specific to language arts and apply them in speaking and writing.

(L 11-12.5b)

I can explain what general academic words are and use them in my writing.

I can define words and phrases that are specific to language arts and apply them in speaking and writing.

I can use various resources to build my vocabulary and help me understand what I read or hear.

(L 11-12.6)