



I CAN STATEMENTS

Creative Writing

Literature Unit

I can identify the theme in a text.

I can explain how the theme of a text is developed.

I can summarize a text.

I can explore how characters, setting, and plot interact to support and develop a theme.

I can identify the theme or central idea of a text.

I can explain how a theme is developed by specific details.

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 explain how elements of a story work together.

I can explain how what a character says or does moves the plot of the story forward or reveals more about the character.

I can explain how elements of a story work together.

I can explain how characters can have multiple or conflicting motivations.

I can identify how characters change or develop over the course of a story.

I can analyze the interactions of characters.

I can explain how characters advance the plot or develop the theme.

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.

I can identify several types of figurative language in a text.

I can identify different meanings associated with words in a text.

I can determine how rhymes and sound repetitions influence a text.

I can identify several types of figurative language in a text.

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

I can identify how specific word choices influence the meaning of a text.

I can identify how specific word choices influence the meaning and tone of a text.

I can identify how the author's analogies or allusions to other texts influence meaning and tone.

I can identify figurative language in a text.

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

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

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

I can identify and show support for the author's tone through multiple words and phrases in the text.

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.

I can explain how the structure of a drama or poem helps me understand its meaning.
I can compare and contrast two or more different texts.
I can explain how the texts' structural differences contribute to their meaning.
I can explain how the texts' structural differences contribute to their style.
I can analyze how an author uses structure to create effects such as mystery, tension, or surprise.
I can analyze how an author uses events to create effects such as mystery, tension, or surprise.
I can analyze how an author uses time to create effects such as mystery, tension, or surprise.
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.
I can identify the point of view of the characters or narrator(s) in a text.
I can show how the characters' points of view are different from each other.
I can identify the point of view of the characters or narrator(s) in a text.
I can tell the difference between the character's point of view and the audience's or reader's point of view.
I can analyze how differences in the character's point of view and the reader's point of view create suspense or humor.

Portfolio Writing

I can write a logical, detailed narrative about real or imagined events or experiences.
I can hook the reader by introducing ideas, point of view, a narrator and/or characters.
I can organize events in a natural, logical order.
I can write a narrative using techniques such as dialogue, pacing, and description.
I can use these narrative techniques to develop events, and/or characters.
I can use transition words and phrases to show order of events or changes in setting.
I can use precise words, relevant description, and sensory details to reveal the action and experiences of the story.
I can conclude my story by reflecting on experiences or events.
I can write a logical, detailed narrative about real or imagined events or experiences.
I can hook the reader by introducing ideas, point of view, a narrator, and/or characters.
I can organize events in a natural, logical order.
I can write a narrative using techniques such as dialogue, pacing, description, and reflection.
I can use these narrative techniques to develop events, and/or characters.
I can use transition words and phrases to show order of events, changes in setting, and connections in experiences.
I can use precise words, relevant description, and sensory details to reveal the action and experiences of the story.
I can conclude my story by reflecting on the experiences or events I shared.
I can write a well-structured, detailed narrative about real or imagined events or experiences.
I can hook the reader by introducing a problem, situation, or observation.
I can hook 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.
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.
I can arrange the events in my story in various ways and still be clear.
I can use precise words, telling details, and sensory language to create visual images in the minds of the readers.
I can conclude my story by reflecting on what is experienced, observed, or resolved.

I can write a well-structured, detailed narrative about real or imagined events or experiences.
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.
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.
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.
I can use precise words, telling details, and sensory language to create visual images in the minds of the readers.
I can conclude my story by reflecting on what is experienced, observed, or resolved.

Research and Technology Standard (Integrated throughout the Course)

I can develop and organize clear and understandable writing which is appropriate for a specific task, purpose, and audience.
I can develop and organize clear and understandable writing which is appropriate for a specific task, purpose, and audience.
I can develop and organize clear and understandable writing which is appropriate for a specific task, purpose, and audience.
I can develop and organize clear and straightforward writing which is appropriate for a specific task, purpose, and audience.
I can develop and strengthen my writing by planning, revising, editing, and rewriting.
I can write to a specific audience.
I can write for a specific purpose.
I can improve my writing through feedback from other students or my teacher.
I can develop and strengthen my writing by planning, revising, editing, and rewriting.
I can write to a specific audience.
I can write for a specific purpose.
I can improve my writing through feedback from other students or my teacher.
I can develop and strengthen my writing by planning, revising, editing, and rewriting.
I can identify in my writing what is most significant for a specific purpose or audience.
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.
I can use technology to create and publish my writing.
I can use technology to find information and link it to my writing.
I can use technology to find information and cite it in my writing.
I can use technology to create and publish my writing.
I can use technology to show relationships between ideas.
I can use technology to work with others during the writing process.
I can use technology to create, publish, and update writing for individual or group projects.
I can present information using a variety of media.
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.
I can research several different resources to answer an assigned question.*
I can come up with additional questions related to the original research to further my investigation.

I can research several different resources to answer assigned questions or questions that I create.
I can come up with additional questions that relate to the original research and investigate those questions using a variety of resources.
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.
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.
I can search specific terms to gather relevant information from many print and digital sources.
I can determine if a source is believable and uses correct information.
I can quote and paraphrase information from sources without plagiarizing others' words and ideas.
I can correctly cite my sources in the text or at the end of my paper.
I can search specific terms to gather relevant information from many print and digital sources.
I can determine if a source is believable and uses correct information.
I can quote and paraphrase information from sources without plagiarizing others' words and ideas.
I can correctly cite my sources in the text or at the end of my paper.
I can conduct an advanced search to gather relevant information from reliable print and digital sources.
I can determine if a source is useful for answering a particular research question.
I can include information from sources that supports my ideas without plagiarizing others' words and ideas.
I can correctly cite my sources in the text or at the end of my paper.
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 include information from sources that supports my ideas without plagiarizing or relying too heavily on one source.
I can correctly cite my sources within the text and at the end of my paper.
I can find specific facts, examples, or details in literary or informational text to support my analysis, reflection, and research.
I can routinely write over a shorter or extended time frame for a range of tasks, purposes, and audiences within a particular content area.
I can routinely write over a shorter or extended time frame for a range of tasks, purposes, and audiences within a particular content area.
I can routinely write over a shorter or extended time frame for a range of tasks, purposes, and audiences.
I can routinely write over a shorter or extended time frame for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING (Integrated throughout the Course)

I can communicate and respond to ideas about a variety of topics during discussions.
I can bring materials that I have read and researched to discussions.
I can share supporting evidence from my research during discussions.
I can follow group rules to meet specific goals during a discussion.
I can ask questions and make comments about the topic that encourage others to respond during discussions.
I can consider other points of view during discussions that may broaden my own understanding.
I can communicate and respond to ideas about a variety of topics during discussions.
I can bring materials that I have read and researched to discussions.
I can follow group rules to make decisions and meet specific goals during a discussion.

I can ask questions to link others' ideas and answer questions with relevant information.
I can consider others' viewpoints, but continue to support my view with evidence.
I can participate in a variety of discussions, building on others' ideas, while expressing my ideas clearly and convincingly.
I can read and research multiple sources and use them in a thoughtful discussion.
I can work with peers to create rules and set clear goals for group discussions and decision making.
I can ask questions and make comments that move the discussion to broader themes and ideas.
I can actively include others in the discussion.
I can clarify, verify, or challenge ideas and conclusions presented in a discussion.
I can respond thoughtfully to others' views and summarize points with which I agree or disagree.
I can support my position in a discussion but can also make new connections based on evidence and others' reasoning.
I can participate in a variety of discussions, building on others' ideas, while expressing my ideas clearly and convincingly.
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.
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.
I can respond thoughtfully to different perspectives and resolve differences when necessary.
d. I can incorporate information from multiple viewpoints and determine what additional information may be needed.

Language Standards (Integrated throughout the Course)

I can use correct capitalization, punctuation, and spelling in my writing.
I can correctly use a comma to separate adjectives.
I can correct misspelled words in my writing.
I can use correct capitalization, punctuation, and spelling in my writing.
I can use correct punctuation to indicate a pause or break in a sentence.
I can use an ellipsis to indicate omitted words or phrases.
I can correct misspelled words in my writing.
I can use correct capitalization, punctuation, and spelling in my writing.
I can use a semicolon to join two closely related complete sentences.
I can use a colon to introduce a list or a quotation.
I can correct misspelled words in my writing.
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.
I can demonstrate how language should sound when it is spoken, written, and read.
I can revise my writing to avoid wordiness and repetition.
I can demonstrate how language should sound when it is spoken, written, and read.
I can use active and passive voice in my writing.
I can create a specific effect by using conditional and subjunctive mood.
I can identify how language works in different situations.
I can identify ways that language choices influence meaning or style.
I can identify ways that language choices help me understand what I read and hear.
I can follow the guidelines of a specific style manual.

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.

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.

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.

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.

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.

I can identify examples of figurative language.

I can recognize word relationships by comparing them to similar or opposite meaning words.

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

I can identify the subtle use of literary, biblical, and mythological references.

I can clarify a word by examining similar or opposite words and ideas.

I can explain the difference between the literal meaning of a word and the positive or negative meaning associated with it.

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 like verbal irony and puns and explain their intended meanings.

I can clarify a word through examining other words and ideas that are similar or opposite.

I can explain the difference between the literal meaning of a word and its positive or negative association.

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 like euphemism and oxymoron and explain their intended meanings and why they are used.

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

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 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.