



I CAN STATEMENTS

English/Language Arts

Literature Unit

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.

I can identify and explain a particular point of view or cultural experience reflected in literature from outside the United States.

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.

I can explain the similarities and differences between historic and fictional accounts.

I can explain how historical events, settings, or characters are represented in fictional accounts.

I can analyze a piece of fiction and connect its themes, events, or characters to a traditional or religious piece of writing.

I can analyze how a traditional or religious piece of writing is transformed into a modern work.

I can recognize references to other well-known works that the author uses throughout a text.

I can connect a specific author's work to a prior well-known text.

I can analyze how an author has transformed well-known texts into his own work.

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

COMPLEXITY STANDARDS

(7) I can read and understand complex literature proficiently but with support if needed.

(8) I can read complex text independently and proficiently.

(9) I can read and understand highly complex literature with some support. (10) I can read and understand highly complex literature independently and proficiently.

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

Informational Text Unit

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.

I can explain how an author organizes a text to develop ideas.

I can point out major sections of the text and explain how they contribute to the entire text.

I can identify an author's point of view or purpose in a text.

I can identify and explain literary and stylistic techniques the author uses to support his position.

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

I can identify similarities and differences between a written text and other media versions of the text.

I can identify and explain how the use of written text and other media influence the presentation of the subject.

I can identify several different ways to present information on a topic.

I can evaluate the advantages and disadvantages of presenting information in various formats.

I can evaluate whether or not the reasons support the claims in the argument.

I can determine whether or not the reasons linking the evidence to the claim are logical.

I can determine whether or not there is enough relevant evidence to support the claim.

I can identify false statements and incorrect reasoning.

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.

I can analyze two or more texts on the same topic to identify examples of conflicting facts or interpretations.

I can compare historic U.S. documents and identify related themes and concepts.

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

COMPLEXITY STANDARDS

(7) I can read and comprehend complex literary nonfiction with proficiency, with support as needed.

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

(9) I can read and comprehend highly complex literary nonfiction with proficiency but with support as needed. (10) I can read and comprehend highly complex literary nonfiction independently and proficiently.

(11) I can read and comprehend highly complex literary nonfiction with proficiency and with support as needed. (12) I can read and comprehend highly complex literary nonfiction independently and proficiently.

Argumentative Writing Unit

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

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.

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

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

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

Informational Writing Unit

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.

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.

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.

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

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.

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

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

Memoir Writing Unit

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 straightforward writing which is appropriate for a specific task, purpose, and audience.

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.

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 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 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 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 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.

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

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

I can outline specific claims and link them to a speaker's argument.

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.

I can give a presentation that shares information and includes findings and supporting evidence from my research.

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

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

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

LANGUAGE STANDARDS 7-12 (Integrated throughout the Course)

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.

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 correctly use a hyphen.

I can correct misspelled words in my writing.

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 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.

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.

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