



I CAN STATEMENTS

Novels & Literature

- I can analyze how details and evidence within the text supports what the author states directly and what he/she implies.
- I can identify and explain how textual evidence supports what the author states directly and what he/she implies.
- I can determine the quality of the evidence used to support what the text says.
- I can identify and explain how textual evidence supports what the author states directly and what he/she implies.
- 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 how textual evidence supports what the author states directly and what he/she implies.
- 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.
- 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 identify the theme in a text.
- I can explore how characters, setting, and plot interact to support and develop a theme.
- I can summarize a text.
- I can identify the theme or central idea of a text.
- I can explain how a theme is developed by specific details.
- I can summarize a text.
- 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.
- 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.

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 compare and contrast the written version of a story, drama, or poem to its multimedia or stage production.

I can identify the unique production techniques of stage, film, and multimedia.

I can analyze how the effects of production techniques influence the meaning of the work.

I can explain how a film or live production of a story or drama is similar or different from the original text.

I can evaluate how the director's choices to stay with or make changes to the script impacts the story.

I can analyze a subject in two different artistic representations and identify what is similar and what is different between the two.

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

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 integration

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

I can supply several pieces of textual evidence to support what the author states directly and what he/she implies.

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

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

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 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.

I can find more than one central idea in a text.

I can explain how central ideas develop throughout the text.

I can summarize a text.

I can find a central idea in a text.

I can explain how supporting ideas develop the central idea.

I can explain how supporting ideas relate to the central idea.

I can summarize a text.

I can find a central idea in a text and explain its development throughout the text.

I can explain how specific details shape and clarify the central idea.

I can provide an objective summary of the text.

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.

I can explain and discuss how individuals, events, and ideas interact with each other in a text.

I can compare individuals, ideas, or events in a text.

I can contrast individuals, ideas, or events in a text.

I can explain how an author outlines an analysis in a text.

I can explain how an author outlines a series of ideas or events in a text.

I can determine the order in which the author's points are made in a text.

I can determine how the author's points are introduced and developed in a text.

I can determine how the author's key points in a text are connected.

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.

I can identify examples of figurative language in a text.

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

I can define technical vocabulary in a text.

I can analyze the author's word choice and tone.

I can identify figurative language in an informational text.

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

I can identify the technical meaning of words in an informational text.

I can identify an analogy and explain how it affects the meaning and tone of an informational text.

I can identify an allusion and explain how it affects the meaning and tone of an informational text.

I can identify figurative language in an informational text.

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

I can identify the technical meaning of words in an informational text.

I can explain how word choice affects the overall meaning and tone of a text.

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 break a paragraph into sentences and identify their functions within that paragraph.

I can explain how the sentences support the paragraph's key point.

I can identify sentences or paragraphs that develop the author's ideas or claims.

I can explain how larger sections or chapters develop and refine the author's ideas or claims.

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.

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

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

I can identify and explain how the author acknowledges and responds to others' opinions.

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 read a variety of texts such as books, movies, and electronic sources on one subject and identify how they are similar and how they are different.

I can determine important details in several accounts on the same subject.

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.

I can outline specific claims and link them to an argument.
I can evaluate whether or not the reasons support the claims in the argument.
I can determine whether or not there is enough relevant evidence to support the argument.
I can outline and explain specific claims and and supportive evidence in an 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 determine if unnecessary evidence is introduced.
I can outline and explain specific claims and and supportive evidence in an 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 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.

I can compare how two authors write about the same topic by using different facts or by interpreting those facts differently.
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.

Literary Analysis Component I can write a claim and support it with reasons and evidence.

- a. I can write a claim(s) and recognize opposing views to my claim.
 - a. I can logically organize reasons and evidence that support a claim(s).
 - b. I can support my claim(s) by using logical reasons and relevant evidence.
 - b. I can support my claim(s) with accurate sources of information.
 - c. I can use words, phrases, and clauses to clearly show how claim(s), reasons, and evidence fit together.
 - d. I can use formal words and language to write about an issue or topic.
 - e. I can end my writing with a concluding statement that backs up the claim(s) in my argument.
- I can write a claim and support it with reasons and evidence.
- a. I can write a claim(s) and distinguish it from a different or opposing claim.
 - a. I can logically organize reasons and evidence that supports a claim(s).
 - b. I can support my claim(s) by using logical reasons and relevant evidence.
 - b. I can support my claim(s) with accurate sources of information.
 - c. I can use words, phrases, and clauses to clearly show how claims, counterclaims, reasons, and evidence fit together.
 - d. I can use formal words and language to write about an issue or topic.
 - e. I can end my writing with a concluding statement that backs up the claim(s) in my argument.

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.

a. I can write a clear claim(s) and distinguish it from a different or opposing claim.

a. I can organize my argument to show clear connections between the claim(s), counterclaim(s), reasons, and evidence.

b. I can provide evidence that supports both the claim(s) and the counterclaim(s) and points out the pros and cons of each.

b. I can provide evidence in a way that anticipates what the audience is thinking about the issue.

c. I can use words, phrases, and clauses to clearly show how claims, counterclaims, reasons, and evidence fit together.

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

e. I can end my writing with a concluding statement that backs up the claims in my argument.

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.

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

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

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

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

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

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

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

Plot Summary Component

I can use writing to inform or explain a topic.

a. I can organize my paper using a clear introduction.

a. I can use appropriate strategies and formats to help explain my topic.

a. I can use headings, charts, tables, etc. to add clarification to my paper.

b. I can support my topic using facts, definitions, details, and examples.

c. I can use appropriate transitions to show connections between ideas and concepts.

d. I can use precise language and vocabulary specific to my topic.

e. I can write a formal paper.

f. I can write a conclusion that supports the information presented in my paper.

I can write an introduction that presents a topic clearly and previews what is to follow.

a. I can organize my paper using a clear introduction.

a. I can organize and categorize my information.

a. I can use headings, charts, tables, etc to add clarification to my paper.

b. I can support my topic using facts, definitions, details, and examples.

c. I can use a variety of appropriate transitions to show connections between ideas and concepts.

d. I can use precise language and vocabulary specific to my topic.

e. I can write a formal paper.

f. I can write a conclusion that supports the information presented in my paper.

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

I can organize my information by choosing and studying my content carefully.

a. I can organize complex ideas using a clear introduction.

a. I can use concepts and information to make important connections and distinctions in my paper.

b. I can develop my paper using enough facts, well-explained definitions and details, quotations, and examples that are appropriate to my audience's knowledge.

- c. I can use a variety of appropriate transitions to link major ideas of my paper and show connections between ideas and concepts.
 - d. I can use appropriate vocabulary and language that is specific to my topic to manage the difficulty of the subject.
 - e. I can write a formal paper with an objective tone that uses the correct conventions for my subject area.
 - f. I can write a conclusion that shows the importance of the information presented in my paper.
- 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.
- a. I can organize an essay of complex ideas where each new element builds on the information that comes before.
 - a. I can format the essay to include relevant headings, graphics, and multimedia to aid understanding.
 - b. I can select the most significant and relevant information for my topic.
 - b. I can develop my topic thoroughly through extended definitions, concrete details, quotations and other information appropriate to the audience's knowledge.
 - c. I can use a variety of transitions and sentence patterns to link complex ideas and concepts to unify the text.
 - d. I can use vocabulary and language specific to my topic.
 - d. I can use figurative language such as metaphor, simile and analogy to express complex ideas.
 - e. I can write a formal paper with an objective tone that uses the correct conventions for my subject area.
 - f. I can write a conclusion that shows the importance of the information presented in my paper.

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.
a. I can bring materials that I have read and researched to discussions.
a. I can share supporting evidence from my research during discussions.

b. I can follow group rules to meet specific goals during a discussion.

c. I can ask questions and make comments about the topic that encourage others to respond during discussions

d. 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.

a. I can bring materials that I have read and researched to discussions.

b. I can follow group rules to make decisions and meet specific goals during a discussion.

c. I can ask questions to link others' ideas and answer questions with relevant information.

d. 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.

a. I can read and research multiple sources and use them in a thoughtful discussion.

b. I can work with peers to create rules and set clear goals for group discussions and decision making.

c. I can ask questions and make comments that move the discussion to broader themes and ideas.

c. I can actively include others in the discussion.

c. I can clarify, verify, or challenge ideas and conclusions presented in a discussion.

d. I can respond thoughtfully to others' views and summarize points with which I agree or disagree.

d. 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.

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

b. 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.

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

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

d. 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.

I can identify the main ideas and supporting details in formats where information is presented visually, orally, or in numbers.

I can explain how the ideas presented in different formats or media clarify a topic or issue.

I can determine a purpose behind information presented visually, orally, or in numbers.

I can evaluate whether the purpose for presenting information in various formats is motivated by social, commercial, or political reasons.

I can examine sources of information presented visually, orally, or in numbers and evaluate the credibility and accuracy of each source.

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 evaluate whether or not the speaker's reasons support the claims in the argument.

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

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

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

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

I can recognize evidence that does not relate to the argument.

I can evaluate a speaker's position on an issue.

I can evaluate whether or not a speaker's reasoning, evidence, and language is exaggerated or false.
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.

I can give a presentation that makes claims using supportive facts, details, and examples.
I can give a presentation where I use eye contact and a clear, loud voice.
I can give a presentation that makes claims and uses relevant evidence, reasons, and details.
I can give a presentation where I use eye contact and a clear, loud voice.
I can give a presentation that shares information and includes findings and supporting evidence from my research.
I can present information in a clear, concise and logical manner.
I can present information that is organized and developed in a style that fits the purpose, audience, and task.
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.

I can give a presentation using multimedia and visual displays to explain my claims and clearly make my points.
I can give a presentation using interesting multimedia and visual displays to strengthen my claims and evidence.
I can use digital media to present information to make it understandable and engaging.
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.
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I can adapt the way I speak to a variety of situations and purposes, using correct English when needed.

LANGUAGE STANDARDS (Integrated throughout the Course)

I can use language correctly when writing or speaking.
a. I can define what phrases and clauses are and explain how they work in sentences.
b. I can identify the differences among simple, compound, complex, and compound/ complex sentences.
b. I can explain how different sentence types clarify ideas.
c. I can use phrases and clauses correctly in sentences.
c. I can identify misplaced and dangling modifiers and correct them.
I can use language correctly when writing or speaking.
a. I can define verbals and explain how they work in sentences.
b. I can explain the difference between active and passive verbs and use them in sentences.
c. I can use verbs in the following forms: indicative, imperative, interrogative, conditional, and subjunctive.
d. I can recognize verb shifts between active and passive voices and correct them.
d. I can recognize misused verb forms and correct them.
I can use language correctly when writing or speaking.
a. I can define parallel structure and use it correctly.
b. I can use various types of phrases and clauses to write or present ideas in an interesting way.
I can use language correctly when writing or speaking.

- a. I can cite examples of how language has changed over time or how language varies depending on how it's used.
- b. 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 correctly use a comma to separate adjectives.

- b. I can correct misspelled words in my writing.

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

- a. I can use correct punctuation to indicate a pause or break in a sentence.

- b. I can use an ellipsis to indicate omitted words or phrases.

- c. I can correct misspelled words in my writing.

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

- a. I can use a semicolon to join two closely related complete sentences.

- b. I can use a colon to introduce a list or a quotation.

- c. I can correct misspelled words in my writing.

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

- a. I can correctly use a hyphen.

- b. I can correct misspelled words in my writing.

I can demonstrate how language should sound when it is spoken, written, and read.

- a. I can revise my writing to avoid wordiness and repetition.

I can demonstrate how language should sound when it is spoken, written, and read.

- a. I can use active and passive voice in my writing.

- a. 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.

- a. 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.

- a. I can vary sentence structure for effect.

- a. I can consult references for help in understanding syntax.

- a. I can identify different sentence structures in complex texts.

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

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

- b. I can determine the meaning of a word through my knowledge of Greek or Latin word parts.

- c. I can use reference materials to find the pronunciation and meaning of unfamiliar words.

- d. I can guess at the meaning of a word and then double check to see if I am right by using a dictionary.

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

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

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

- b. I can identify how altering parts of words can change their meanings and functions.
- b. I can correctly use alternate word endings to change the meanings of similar words.
- c. I can use reference materials to find the pronunciation, the meaning, and the origin of unfamiliar words.
- d. I can guess at the meaning of a word and then double check to see if I am right by using a dictionary. I can use a variety of strategies to determine what a word or phrase means.
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- b. I can identify how altering parts of words can change their meanings and functions.
- b. I can correctly use alternate word endings to change the meanings of similar words.
- c. I can consult reference materials to find the pronunciation, meaning, accepted usage and origin of unfamiliar words.
- d. 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.

- a. I can identify the subtle use of literary, biblical, and mythological references.
- b. I can clarify a word by examining similar or opposite words and ideas.
- c. 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.

- a. I can identify figures of speech like verbal irony and puns and explain their intended meanings.
- b. I can clarify a word through examining other words and ideas that are similar or opposite.
- c. 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.

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- a. I can identify figures of speech like euphemism and oxymoron and explain their intended meanings and why they are used.
- b. I can explain the slight differences between words with similar definitions.

I can identify examples of figurative language.

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- a. I can identify figures of speech such as hyperbole and paradox and explain their meaning and usage.
- b. I can explain the slight differences between words with similar definitions.

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

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

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

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