



I CAN STATEMENTS

Secondary Reading

I can increase my reading comprehension and fluency by reading regularly in class and participating in classroom discussions and activities.

- measured by SRI, DRP, DIBLES

I can ask questions of a text when I do not understand what I am reading.

- Show evidence by using post-it notes placed in the text, or notes written in the margins of the text.

I can provide evidence from a text to show I comprehend what I am reading.

- Evidence is measured with writing activities and classroom discussions.

I can determine a central idea of a text and explain its development throughout the text using specific details.

- Determine author's purpose
- Summarize the text

I can summarize the text in the order the author presented their main ideas or events.

- Determine the author's main points
- Trace the development of the author's main points.
- Determine the type of organizational pattern used.

I can determine the connections between the author's main points

- Represent the main point through writing and classroom discussion.
- Determine and analyze how the author moves from point to point.

I can examine how the author introduces and develops their main points.

- Determine and analyze how the author introduces main points and find supporting evidence of those points.

I can identify an author's ideas and claims

- Figure out the overall purpose of a writing
- Determine ideas and claims used to develop the central idea
- Find specific evidence in the text to show the development of ideas and claims

I can make an inference, using evidence from the text, to draw conclusions about what may happen later on.

- Good inferences require a citation from the text to support conclusions.

I can compare and contrast the representation of a subject in two different mediums

- View/read two pieces about the same subject and demonstrate an understanding of similarities and/or differences based on the representations.

I can analyze the similarities and differences either emphasized in the pieces or evidences that are absent in one piece.

- Building compare/contrast charts, write about differences, classroom discussions that demonstrate understanding

I can figure out the meaning of words and phrases as they are used in context.

- Define words and phrases given the context of the sentence and entire text.
- Figure out the meaning of figurative words and phrases as they are used in the text.
- Define figurative words and phrases
- Figure out their meaning in the context of the sentence and entire text.

I can figure out the connotative meanings of words and phrases as they are used in the text.

- Define connotative (and denotative).
- Identify words and phrases with connotative meanings.
- Figure out their meaning in the context of the sentence and the entire text.

I can figure out the technical meanings of words and phrases as they are used in the text.

- Define technical words and phrases
- Identify technical words and phrases in the text
- Figure out the meaning of the technical words and phrases as they are used in the text.

I can analyze the use of word choice including figurative words, words with strong connotation, and technical words and its effect on meaning and tone.

- Identify words and phrases that are figurative and/or have strong connotation and/or are technical
- Determine the meaning and tone of the piece
- Analyze the use of the specific words and phrases for the specific meaning and tone (i.e. prove that #1 demonstrates #2)