

9th Grade CCSS (writing) W.9-10.1:W.9-10.10	Evidence	"I can"
<p><i>Write arguments to support claims using an analysis of texts/topics, valid reasoning, and relevant and sufficient evidence</i></p> <ul style="list-style-type: none"> ● <i>introduce the claim</i> ● <i>distinguish the claim from the opposing viewpoint</i> ● <i>establish the relationship between the claim, counterclaim, reason, and evidence</i> ● <i>develop claim and counterclaim with evidence for each</i> ● <i>anticipate audience's level of knowledge and concerns</i> ● <i>use words/phrases to link text and create cohesion</i> ● <i>establish a formal style and tone; attend to conventions and norms of writing</i> ● <i>provide a concluding statement or section</i> 	<ul style="list-style-type: none"> ● student writes a persuasive text or student writes an argument for or against a topic ● the text has a clear claim and counterclaim and relevant supporting evidence ● the writer has written for an audience and knows its level of knowledge of the topic; the style of writing is also attuned to the audience ● the text is cohesive and flows together logically using transitional words and phrases ● there is sufficient evidence and reason which support claims and counterclaims ● the writer has attended to writing conventions ● the text includes a conclusion 	<ul style="list-style-type: none"> ● I can write a clear and logical persuasive essay with a clear point of view ● I use sufficient and relevant evidence to support my claim ● I use a counterclaim as supporting evidence and I am able to logically and reasonably argue against the counterclaim with my evidence ● I have written for a particular audience and I know its level of knowledge of the topic and the writing style that is appropriate for that audience ● My grammar, usage, and mechanics are at least 90% accurate ● My conclusion sums up my claim and suggests a course of action, asks an important question about the topic, and states my opinion
<p><i>Write explanatory texts to examine and convey complex ideas/concepts/information accurately and clearly</i></p> <ul style="list-style-type: none"> ● <i>introduce a topic; organize complex ideas to make important distinctions and connections</i> ● <i>use formatting (graphics, headings, figures, tables etc...) to help establish clarity</i> ● <i>develop the topic with well-chosen and relevant facts, definitions, details, quotes</i> ● <i>anticipate audience's level of knowledge and concerns</i> ● <i>use words/phrases to link text and create cohesion</i> ● <i>establish a formal style and tone; attend to conventions and norms of writing</i> ● <i>provide a concluding statement or section</i> 	<ul style="list-style-type: none"> ● student writes an explanation or instructions ● the text is clear, organized and includes formatting conventions (graphics, headings etc...) ● the topic is developed with relevant facts, quotes, definitions and details ● complex ideas are connected, yet distinct ● the writer has written for an audience and knows its level of knowledge of the topic; the style of writing is also attuned to the audience ● the text is cohesive and flows together logically using transitional words and phrases ● the writer has attended to writing conventions ● the text includes a conclusion 	<ul style="list-style-type: none"> ● I can write an explanation, or a definition essay ● My text is organized and clear ● My text contains formatting to help convey ideas (such as graphics, headings, figures, charts) ● My explanation or instructions are developed with relevant facts, quotes, definitions, and/or details ● My ideas are connected together ● I have written for a particular audience and I know its level of knowledge of the topic and the writing style that is appropriate for that audience ● My grammar, usage, and mechanics are at least 90% accurate ● My conclusion suggests a course of action, asks an important question about the topic, and states my opinion

<p><i>Write narratives to develop real or imagined events using well-chosen details and well-structured event sequences</i></p> <ul style="list-style-type: none"> ● <i>engage and orient the reader by setting out a problem, situation or observation; introduce a narrator and/or characters; create a smooth progression of events and experiences</i> ● <i>use narrative techniques such as dialogue, pacing, description, reflection, plot lines, to develop characters and events</i> ● <i>use precise words and phrases, telling details and sensory language to create a vivid picture</i> 	<ul style="list-style-type: none"> ● student writes fiction and non-fiction prose in a narrative style ● the narrative is engaging with a setting, plot, problem, and well defined characters ● the narrative progression is smooth and coherent, using techniques to help define it (dialogue, pacing, description, etc...) ● the narrative uses words, phrases and details that create a vivid picture ● the writer has attended to writing conventions ● the writer knows the audience for whom the narrative is written 	<ul style="list-style-type: none"> ● I can write a fictional story or non-fiction in a narrative style ● my writing is engaging with a clear setting, problem, and a well-defined plot ● I have used narrative techniques such as dialogue, plot lines, foreshadowing, description, figurative language, and character development ● My text creates a vivid picture for the reader by using sensory language and precise words/phrases
<p><i>All writing produced will be clear and coherent, will use a process, and will be accomplished using technology</i></p> <p><i>When research is conducted it will be done in order to answer a question</i></p> <p><i>Relevant information will be gathered and assessed in order to support analysis, reflection and research</i></p> <p><i>Students will write over short and long periods of time</i></p>		<ul style="list-style-type: none"> ● My writing is understandable with at least 90% accuracy in grammar, usage, and mechanics ● I used a writing process which included brainstorming, drafting, revising, editing, and publishing ● I used technology in some way to complete my writing process ● If I conducted research, I developed my own research question and I found sufficient and relevant information to answer it ● I can write for short periods of time ● I can write for extended periods of time

9th Grade CCSS (reading) RL.9-10.1:RL9-10.10; RI9-10.1:RI9-10.10	Evidence	"I can"
<p>Literature</p> <ul style="list-style-type: none"> ● <i>Cite strong and thorough evidence from the text to support explicit and implicit ideas in the text</i> ● <i>determine a theme or central idea and analyze its development over the course of the text</i> ● <i>provide a summary of the text</i> ● <i>analyze how complex characters develop and interact as well as advance the plot/theme</i> ● <i>determine the meaning of words and phrases and analyze the impact of word choices on meaning and tone</i> ● <i>analyze how an author's choices create effects such as mystery or tension</i> ● <i>analyze a point of view or cultural experience from a work outside the U.S.</i> ● <i>analyze the representation of a subject or a key scene in 2 different artistic mediums</i> ● <i>analyze how an author draws on and transforms source material</i> <p>Informational</p> <ul style="list-style-type: none"> ● <i>cite strong text evidence to support analysis</i> ● <i>determine a central idea and analyze its development</i> ● <i>provide a summary of the text</i> ● <i>analyze how and why individuals, events and ideas develop, interact, and connect</i> ● <i>determine the meaning of words and phrases</i> ● <i>analyze how an author's ideas/claims are developed and refined</i> ● <i>determine an author's point of view or purpose</i> ● <i>analyze how rhetoric is used to advance the point of view or purpose</i> 	<p>Literature and Informational Text</p> <ul style="list-style-type: none"> ● the student can cite enough evidence from a text to thoroughly support explicit and implicit ideas as well as analysis ● the student can determine themes or central ideas in both fictional and informational text ● the student can summarize both fictional and informational text ● the student can determine the meaning of words and phrases as well as interpret how those word choices impact meaning, tone, rhetoric, and purpose ● the student can analyze how scenes or ideas from a text can be similar or different from other artistic representations ● the student can analyze how an author makes reference to other works or art (such as Shakespeare or the Bible) ● the student can analyze another cultural point of view ● the student can analyze the development of characters ● the student can analyze the development of ideas and how an author's claims are refined ● the student can determine an author's purpose and/or point of view 	<p>Literature</p> <ul style="list-style-type: none"> ● I can find at least 3 pieces of relevant evidence from the text to support each stated and implied idea from the text ● I can determine at least 1 theme from a text ● I can summarize the text in my own words ● I can do a thorough analysis of the main characters in the text and how they affect the plot of the story ● I use context clues to determine the meaning of words I don't know ● My analysis includes how the author uses words/phrases to add vivid detail and adjust the tone and feeling of the text ● I can compare and contrast an author's text with the movie or play ● I know when an author makes references to other great works of literature and how that changes or enhances the text ● I can compare and contrast my own cultural experience with that of characters in the text <p>Informational</p> <ul style="list-style-type: none"> ● I can find at least 3 pieces of relevant evidence from the text to support each claim in the text ● I can use the evidence to support how the author's claim is developed ● I know the author's point of view and purpose for writing the text ● I can summarize the text in my own words ● I know the central idea or message of the text and I can state how it is developed ● I can state how the claims and ideas in the text connect to each other to support the main idea ● I can state how the author's word choices connect to ideas from other texts

10th Grade CCSS (writing) W.9-10.1: W.9-10.10	Evidence	"I can"
<p>Write arguments to support claims using an analysis of texts/topics, valid reasoning, and relevant and sufficient evidence</p> <ul style="list-style-type: none"> ● <i>introduce the claim</i> ● <i>distinguish the claim from the opposing viewpoint</i> ● <i>establish the relationship between the claim, counterclaim, reason, and evidence</i> ● <i>develop claim and counterclaim with evidence for each</i> ● <i>anticipate audience's level of knowledge and concerns</i> ● <i>use words/phrases to link text and create cohesion</i> ● <i>establish a formal style and tone; attend to conventions and norms of writing</i> ● <i>provide a concluding statement or section</i> 	<ul style="list-style-type: none"> ● student writes a persuasive text or student writes an argument for or against a topic ● the text has a clear claim and counterclaim and relevant supporting evidence ● the writer has written for an audience and knows its level of knowledge of the topic; the style of writing is also attuned to the audience ● the text is cohesive and flows together logically using transitional words and phrases ● there is sufficient evidence and reason which support claims and counterclaims ● the writer has attended to writing conventions ● the text includes a conclusion 	<ul style="list-style-type: none"> ● I can write a clear and logical persuasive essay with a clear point of view ● I use sufficient and relevant evidence to support my claim ● I use a counterclaim as supporting evidence and I am able to logically and reasonably argue against the counterclaim with my evidence ● I have written for a particular audience and I know its level of knowledge of the topic and the writing style that is appropriate for that audience ● My grammar, usage, and mechanics are at least 90% accurate ● My conclusion sums up my claim and suggests a course of action, asks an important question about the topic, and states my opinion
<p>Write explanatory texts to examine and convey complex ideas/concepts/information accurately and clearly</p> <ul style="list-style-type: none"> ● <i>introduce a topic; organize complex ideas to make important distinctions and connections</i> ● <i>use formatting (graphics, headings, figures, tables etc...) to help establish clarity</i> ● <i>develop the topic with well-chosen and relevant facts, definitions, details, quotes</i> ● <i>anticipate audience's level of knowledge and concerns</i> ● <i>use words/phrases to link text and create cohesion</i> ● <i>establish a formal style and tone; attend to conventions and norms of writing</i> ● <i>provide a concluding statement or section</i> 	<ul style="list-style-type: none"> ● student writes an explanation or instructions ● the text is clear, organized and includes formatting conventions (graphics, headings etc...) ● the topic is developed with relevant facts, quotes, definitions and details ● complex ideas are connected, yet distinct ● the writer has written for an audience and knows its level of knowledge of the topic; the style of writing is also attuned to the audience ● the text is cohesive and flows together logically using transitional words and phrases ● the writer has attended to writing conventions ● the text includes a conclusion 	<ul style="list-style-type: none"> ● I can write an explanation, or a definition essay ● My text is organized and clear ● My text contains formatting to help convey ideas (such as graphics, headings, figures, charts) ● My explanation or instructions are developed with relevant facts, quotes, definitions, and/or details ● My ideas are connected together ● I have written for a particular audience and I know its level of knowledge of the topic and the writing style that is appropriate for that audience ● My grammar, usage, and mechanics are at least 90% accurate ● My conclusion suggests a course of action, asks an important question about the topic, and states my opinion

<p><i>Write narratives to develop real or imagined events using well-chosen details and well-structured event sequences</i></p> <ul style="list-style-type: none"> ● <i>engage and orient the reader by setting out a problem, situation or observation; introduce a narrator and/or characters; create a smooth progression of events and experiences</i> ● <i>use narrative techniques such as dialogue, pacing, description, reflection, plot lines, to develop characters and events</i> ● <i>use precise words and phrases, telling details and sensory language to create a vivid picture</i> 	<ul style="list-style-type: none"> ● student writes fiction and non-fiction prose in a narrative style ● the narrative is engaging with a setting, plot, problem, and well defined characters ● the narrative progression is smooth and coherent, using techniques to help define it (dialogue, pacing, description, etc...) ● the narrative uses words, phrases and details that create a vivid picture ● the writer has attended to writing conventions ● the writer knows the audience for whom the narrative is written 	<ul style="list-style-type: none"> ● I can write a fictional story or non-fiction in a narrative style ● my writing is engaging with a clear setting, problem, and a well-defined plot ● I have used narrative techniques such as dialogue, plot lines, foreshadowing, description, figurative language, and character development ● My text creates a vivid picture for the reader by using sensory language and precise words/phrases
<p><i>All writing produced will be clear and coherent, will use a process, and will be accomplished using technology</i></p> <p><i>When research is conducted it will be done in order to answer a question</i></p> <p><i>Relevant information will be gathered and assessed in order to support analysis, reflection and research</i></p> <p><i>Students will write over short and long periods of time</i></p>		<ul style="list-style-type: none"> ● My writing is understandable with at least 90% accuracy in grammar, usage, and mechanics ● I used a writing process which included brainstorming, drafting, revising, editing, and publishing ● I used technology in some way to complete my writing process ● If I conducted research, I developed my own research question and I found sufficient and relevant information to answer it ● I can write for short periods of time ● I can write for extended periods of time

10th Grade CCSS (reading) RL.9-10.1:RL9-10.10; RI9-10.1:RI9-10.10	Evidence	"I can"
<p>Literature</p> <ul style="list-style-type: none"> ● <i>Cite strong and thorough evidence from the text to support explicit and implicit ideas in the text</i> ● <i>determine a theme or central idea and analyze its development over the course of the text</i> ● <i>provide a summary of the text</i> ● <i>analyze how complex characters develop and interact as well as advance the plot/theme</i> ● <i>determine the meaning of words and phrases and analyze the impact of word choices on meaning and tone</i> ● <i>analyze how an author's choices create effects such as mystery or tension</i> ● <i>analyze a point of view or cultural experience from a work outside the U.S.</i> ● <i>analyze the representation of a subject or a key scene in 2 different artistic mediums</i> ● <i>analyze how an author draws on and transforms source material</i> <p>Informational</p> <ul style="list-style-type: none"> ● <i>cite strong text evidence to support analysis</i> ● <i>determine a central idea and analyze its development</i> ● <i>provide a summary of the text</i> ● <i>analyze how and why individuals, events and ideas develop, interact, and connect</i> ● <i>determine the meaning of words and phrases</i> ● <i>analyze how an author's ideas/claims are developed and refined</i> ● <i>determine an author's point of view or purpose</i> ● <i>analyze how rhetoric is used to advance the point of view or purpose</i> 	<p>Literature and Informational Text</p> <ul style="list-style-type: none"> ● the student can cite enough evidence from a text to thoroughly support explicit and implicit ideas as well as analysis ● the student can determine themes or central ideas in both fictional and informational text ● the student can summarize both fictional and informational text ● the student can determine the meaning of words and phrases as well as interpret how those word choices impact meaning, tone, rhetoric, and purpose ● the student can analyze how scenes or ideas from a text can be similar or different from other artistic representations ● the student can analyze how an author makes reference to other works or art (such as Shakespeare or the Bible) ● the student can analyze another cultural point of view ● the student can analyze the development of characters ● the student can analyze the development of ideas and how an author's claims are refined ● the student can determine an author's purpose and/or point of view 	<p>Literature</p> <ul style="list-style-type: none"> ● I can find at least 3 pieces of relevant evidence from the text to support each stated and implied idea from the text ● I can determine at least 1 theme from a text ● I can summarize the text in my own words ● I can do a thorough analysis of the main characters in the text and how they affect the plot of the story ● I use context clues to determine the meaning of words I don't know ● My analysis includes how the author uses words/phrases to add vivid detail and adjust the tone and feeling of the text ● I can compare and contrast an author's text with the movie or play ● I know when an author makes references to other great works of literature and how that changes or enhances the text ● I can compare and contrast my own cultural experience with that of characters in the text <p>Informational</p> <ul style="list-style-type: none"> ● I can find at least 3 pieces of relevant evidence from the text to support each claim in the text ● I can use the evidence to support how the author's claim is developed ● I know the author's point of view and purpose for writing the text ● I can summarize the text in my own words ● I know the central idea or message of the text and I can state how it is developed ● I can state how the claims and ideas in the text connect to each other to support the main idea ● I can state how the author's word choices connect to ideas from other texts

11th Grade CCSS (writing) W.11-12.1; W.11-12.10	Evidence	"I can"
<p>Write arguments to support claims using an analysis of texts/topics, valid reasoning, and relevant and sufficient evidence</p> <ul style="list-style-type: none"> introduce a specific claim and establish its significance distinguish the claim from the opposing viewpoint establish a logical sequence between the claim, counterclaim, reason, and evidence develop claim and counterclaim with thorough evidence for each and point out the strengths and limitations for each anticipate audience's level of knowledge, concerns, and possible biases use words/phrases to link text and create cohesion establish a formal style and tone; attend to conventions and norms of writing provide a concluding statement or section 	<ul style="list-style-type: none"> student writes a persuasive text or student writes an argument for or against a topic of personal significance the text has a clear claim and counterclaim and relevant supporting evidence the evidence is thorough and includes strengths and limitations the writer has written for an audience and knows its level of knowledge of the topic; the style of writing is also attuned to the audience the writer has taken audience bias into account the text is cohesive and flows together logically using transitional words and phrases the writer has attended to writing conventions the text includes a conclusion 	<ul style="list-style-type: none"> I can write a clear and logical persuasive essay with a clear point of view which is important to me I use sufficient and relevant evidence to support my claim I use a counterclaim as supporting evidence and I am able to logically and reasonably argue against the counterclaim with my evidence I analyze the strengths and limitations of my claims and counterclaims to add depth and knowledge to my essay I have written for a particular audience and I know its level of knowledge of the topic and the writing style that is appropriate for that audience I have anticipated my audience's level of bias about my topic My grammar, usage, and mechanics are at least 90% accurate My conclusion sums up my claim and suggests a course of action, asks an important question about the topic, and states my opinion
<p>Write informative/explanatory texts to examine and convey complex ideas/concepts/information accurately and clearly through the effective selection, organization and analysis of content</p> <ul style="list-style-type: none"> introduce a topic; organize complex ideas so that each one builds on that which precedes it to create a unified whole use formatting (graphics, headings, figures, tables etc...) to help establish clarity develop the topic with well-chosen and relevant facts, definitions, details, quotes, and extended definitions 	<ul style="list-style-type: none"> student writes an explanation or instructions the text is clear, organized and includes formatting conventions (graphics, headings etc...) the topic is developed with relevant facts, quotes, definitions, explanations, and details complex ideas are clarified, connected, yet distinct and create a unified piece ideas are clarified using graphics etc... the writer has written for an audience and knows its level of knowledge of the topic; the style of writing is also attuned to the audience 	<ul style="list-style-type: none"> I can write an explanation, or a definition essay My text is organized and clear My text contains formatting to help convey ideas (such as graphics, headings, figures, charts) My explanation or instructions are developed with relevant facts, quotes, definitions, explanations, and/or details My ideas are connected together and they build on one another so that my whole

<ul style="list-style-type: none"> ● <i>anticipate audience's level of knowledge and concerns</i> ● <i>use words/phrases to link text and create cohesion and clarify the relationships among complex ideas and topics</i> ● <i>establish a formal style and tone; attend to conventions and norms of writing</i> ● <i>provide a concluding statement or section</i> 	<ul style="list-style-type: none"> ● the text is cohesive and flows together logically using transitional words and phrases ● the writer has attended to writing conventions ● the text includes a conclusion 	<p>essay explains and/or informs about the complexity of the topic</p> <ul style="list-style-type: none"> ● I have written for a particular audience and I know its level of knowledge of the topic and the writing style that is appropriate for that audience ● My grammar, usage, and mechanics are at least 90% accurate ● My conclusion suggests a course of action, asks an important question about the topic, and articulates the significance of the topic
<p><i>Write narratives to develop real or imagined events using well-chosen details and well-structured event sequences</i></p> <ul style="list-style-type: none"> ● <i>engage and orient the reader by setting out a problem, situation or observation; introduce a narrator and/or characters; create a smooth progression of events and experiences</i> ● <i>use narrative techniques such as dialogue, pacing, description, reflection, plot lines, to develop characters and events</i> ● <i>use precise words and phrases, telling details and sensory language to create a vivid picture</i> ● <i>write a resolution that reflects on what is experienced, observed or resolved in the narrative</i> 	<ul style="list-style-type: none"> ● student writes fiction and non-fiction prose in a narrative style ● the narrative is engaging with a setting, plot, problem, and well defined characters ● the narrative progression is smooth and coherent, using techniques to help define it (dialogue, pacing, description, etc...) ● the narrative uses words, phrases and details that create a vivid picture ● the writer has attended to writing conventions ● the writer knows the audience for whom the narrative is written 	<ul style="list-style-type: none"> ● I can write a fictional story or non-fiction in a narrative style ● my writing is engaging with a clear setting, problem, and a well-defined plot ● I have used narrative techniques such as dialogue, plot lines, foreshadowing, description, figurative language, and character development in order to develop a particular tone and outcome ● My text creates a vivid picture for the reader by using sensory language and precise words/phrases ● my conclusion (resolution) reflects on what is experienced, observed or resolved over the course of the narrative.
<p><i>All writing produced will be clear and coherent, will use a process, and will be accomplished using technology</i></p> <p><i>When research is conducted it will be done in order to answer a question</i></p> <p><i>Relevant information will be gathered and assessed in order to support analysis, reflection and research</i></p> <p><i>Students will write over short and long periods of time</i></p>		<ul style="list-style-type: none"> ● My writing is understandable with at least 90% accuracy in grammar, usage, and mechanics ● I used a writing process which included brainstorming, drafting, revising, editing, and publishing ● I used technology in some way to complete my writing process ● If I conducted research, I developed my own research question and I found sufficient and relevant information to answer it ● I can write for short periods of time ● I can write for extended periods of time

11th Grade CCSS (reading) RI.11-12.1; RI.11-12.10::RL11-12.1; RL11-12.10	Evidence	"I can"
<p>Literature</p> <ul style="list-style-type: none"> • <i>Cite strong and thorough evidence from the text to support explicit and implicit ideas in the text including where the text leaves matters uncertain</i> • <i>determine 2 or more themes or central ideas and analyze its development over the course of the text</i> • <i>provide a summary of the text</i> • <i>analyze how complex characters develop and interact as well as advance the plot/theme</i> • <i>determine the meaning of words and phrases and analyze the impact of word choices on meaning and tone</i> • <i>analyze how an author's choices create effects such as mystery or tension and contribute to its overall meaning</i> • <i>analyze a case in which grasping a point of view requires distinguishing what is directly stated to what is really meant (sarcasm, satire, irony)</i> • <i>assess how point of view or purpose shapes the content and style of a text</i> • <i>analyze multiple interpretations of a text and evaluate how each version interprets the text</i> • <i>demonstrate knowledge of 18th, 19th, and 20th C American literature and assess how 2 or more texts address similar themes or topics</i> <p>Informational</p> <ul style="list-style-type: none"> • <i>cite strong text evidence to support analysis</i> • <i>determine 2 or more central ideas and analyze how they interact and build on one another to provide a complex analysis</i> • <i>provide a summary of the text</i> 	<p>Literature and Informational Text</p> <ul style="list-style-type: none"> • the student can cite enough evidence from a text to thoroughly support explicit and implicit ideas as well as what is left uncertain • the student can determine themes or central ideas in both fictional and informational text • the student can summarize both fictional and informational text • the student can determine the meaning of words and phrases as well as interpret how those word choices impact meaning, tone, rhetoric, and purpose • the student can determine the point of view of a satire, sarcastic, or ironic text • the student can analyze how scenes or ideas from a text can be similar or different from other artistic representations • the student can analyze and compare similar themes among several different interpretations of a text • the student can analyze and determine the importance of U.S. foundational documents and of American literature • the student can delineate and evaluate arguments and apply legal reasoning to text • the student can analyze the development of characters • the student can analyze the development of ideas and how an author's claims are refined • the student can determine an author's purpose and/or point of view • the student can analyze how an author's use of structure helps make the argument or exposition more clear or effective 	<p>Literature</p> <ul style="list-style-type: none"> • I can cite at least 3 pieces of evidence to support explicit and implicit ideas in a text, and I can use evidence to support what is left uncertain in the text • I can determine at least 2 themes or central ideas in a text and analyze how they develop • I can summarize the text in my own words • I can analyze how characters develop, interact and advance the plot • I can determine an author's meaning and tone in a text as well as determine the impact of sarcasm, satire or irony on the overall meaning • I can analyze multiple interpretations of a text and compare how the text is interpreted in each one • I can compare how 2 or more texts address similar themes or topics • I can name and summarize several different texts from American literature • I can determine the meaning of words and phrases in the text <p>Informational</p> <ul style="list-style-type: none"> • I can cite at least 3 pieces of evidence to support explicit and implicit ideas in a text, and I can use evidence to support what is left uncertain in the text • I can determine at least 2 themes or central ideas in a text and analyze how they develop • I can summarize the text in my own words • I know the author's point of view and purpose for writing the text and how his or her rhetoric helps explain the point of view • I can point out and explain at least 3 examples from the text where the argument or exposition is particularly effective • I can state how the claims and ideas in the text connect to each other to support the main idea

<ul style="list-style-type: none"> ● <i>analyze how and why individuals, events and ideas develop, interact, and connect</i> ● <i>determine the meaning of words and phrases</i> ● <i>analyze how an author's use of structure relates to the effectiveness of the argument or exposition</i> ● <i>determine if an author's writing is clear, convincing and engaging</i> ● <i>analyze how rhetoric is used to advance the point of view or purpose and explain how it is particularly effective to contribute to the power and persuasiveness of the text</i> ● <i>integrate and evaluate multiple sources of information in different media formats</i> ● <i>delineate and evaluate the reasoning in seminal U.S. texts including the application of constitutional principles and legal reasoning</i> ● <i>analyze 17th, 18th, and 19th C foundational U.S. documents of historical and literary significance</i> 		<ul style="list-style-type: none"> ● I can state how the author's word choices and structure support the central ideas and connect to similar ideas from other texts ● I can determine if an author's writing is clear, convincing and engaging ● I can point out at least 1 example where a text is particularly persuasive ● I can compare how 2 or more texts address similar themes or topics ● I can name and explain the significance of several different foundational documents from American history ● I can determine the meaning of words and phrases in the text ● I can explain an argument and support it using historical evidence and/or primary source documents
--	--	--

12th Grade CCSS (writing) W.11-12.1; W.11-12.10	Evidence	"I can"
<p><i>Write arguments to support claims using an analysis of texts/topics, valid reasoning, and relevant and sufficient evidence</i></p> <ul style="list-style-type: none"> ● <i>introduce a specific claim and establish its significance</i> ● <i>distinguish the claim from the opposing viewpoint</i> ● <i>establish a logical sequence between the claim, counterclaim, reason, and evidence</i> ● <i>develop claim and counterclaim with thorough evidence for each and point out the strengths and limitations for each</i> ● <i>anticipate audience's level of knowledge, concerns, and possible biases</i> ● <i>use words/phrases to link text and create cohesion</i> ● <i>establish a formal style and tone; attend to conventions and norms of writing</i> ● <i>provide a concluding statement or section</i> 	<ul style="list-style-type: none"> ● student writes a persuasive text or student writes an argument for or against a topic of personal significance ● the text has a clear claim and counterclaim and relevant supporting evidence ● the evidence is thorough and includes strengths and limitations ● the writer has written for an audience and knows its level of knowledge of the topic; the style of writing is also attuned to the audience ● the writer has taken audience bias into account ● the text is cohesive and flows together logically using transitional words and phrases ● the writer has attended to writing conventions ● the text includes a conclusion 	<ul style="list-style-type: none"> ● I can write a clear and logical persuasive essay with a clear point of view which is important to me ● I use sufficient and relevant evidence to support my claim ● I use a counterclaim as supporting evidence and I am able to logically and reasonably argue against the counterclaim with my evidence ● I analyze the strengths and limitations of my claims and counterclaims to add depth and knowledge to my essay ● I have written for a particular audience and I know its level of knowledge of the topic and the writing style that is appropriate for that audience ● I have anticipated my audience's level of bias about my topic ● My grammar, usage, and mechanics are at least 90% accurate ● My conclusion sums up my claim and suggests a course of action, asks an important question about the topic, and states my opinion
<p><i>Write informative/explanatory texts to examine and convey complex ideas/concepts/information accurately and clearly through the effective selection, organization and analysis of content</i></p> <ul style="list-style-type: none"> ● <i>introduce a topic; organize complex ideas so that each one builds on that which precedes it to create a unified whole</i> ● <i>use formatting (graphics, headings, figures, tables etc...) to help establish clarity</i> ● <i>develop the topic with well-chosen and relevant facts, definitions, details, quotes, and extended definitions</i> 	<ul style="list-style-type: none"> ● student writes an explanation or instructions ● the text is clear, organized and includes formatting conventions (graphics, headings etc...) ● the topic is developed with relevant facts, quotes, definitions, explanations, and details ● complex ideas are clarified, connected, yet distinct and create a unified piece ● ideas are clarified using graphics etc... ● the writer has written for an audience and knows its level of knowledge of the topic; the style of writing is also attuned to the audience 	<ul style="list-style-type: none"> ● I can write an explanation, or a definition essay ● My text is organized and clear ● My text contains formatting to help convey ideas (such as graphics, headings, figures, charts) ● My explanation or instructions are developed with relevant facts, quotes, definitions, explanations, and/or details ● My ideas are connected together and they build on one another so that my whole essay explains and/or informs about the complexity of the topic ● I have written for a particular audience and I know its level of knowledge of the topic and the writing style that is appropriate for that audience ● My grammar, usage, and mechanics are at least 90% accurate

<ul style="list-style-type: none"> ● <i>anticipate audience's level of knowledge and concerns</i> ● <i>use words/phrases to link text and create cohesion and clarify the relationships among complex ideas and topics</i> ● <i>establish a formal style and tone; attend to conventions and norms of writing</i> ● <i>provide a concluding statement or section</i> 	<ul style="list-style-type: none"> ● the text is cohesive and flows together logically using transitional words and phrases ● the writer has attended to writing conventions ● the text includes a conclusion 	<ul style="list-style-type: none"> ● My conclusion suggests a course of action, asks an important question about the topic, and articulates the significance of the topic
<p><i>Write narratives to develop real or imagined events using well-chosen details and well-structured event sequences</i></p> <ul style="list-style-type: none"> ● <i>engage and orient the reader by setting out a problem, situation or observation; introduce a narrator and/or characters; create a smooth progression of events and experiences</i> ● <i>use narrative techniques such as dialogue, pacing, description, reflection, plot lines, to develop characters and events</i> ● <i>use precise words and phrases, telling details and sensory language to create a vivid picture</i> ● <i>write a resolution that reflects on what is experienced, observed or resolved in the narrative</i> 	<ul style="list-style-type: none"> ● student writes fiction and non-fiction prose in a narrative style ● the narrative is engaging with a setting, plot, problem, and well defined characters ● the narrative progression is smooth and coherent, using techniques to help define it (dialogue, pacing, description, etc...) ● the narrative uses words, phrases and details that create a vivid picture ● the writer has attended to writing conventions ● the writer knows the audience for whom the narrative is written 	<ul style="list-style-type: none"> ● I can write a fictional story or non-fiction in a narrative style ● my writing is engaging with a clear setting, problem, and a well-defined plot ● I have used narrative techniques such as dialogue, plot lines, foreshadowing, description, figurative language, and character development in order to develop a particular tone and outcome ● My text creates a vivid picture for the reader by using sensory language and precise words/phrases ● my conclusion (resolution) reflects on what is experienced, observed or resolved over the course of the narrative.
<p><i>All writing produced will be clear and coherent, will use a process, and will be accomplished using technology</i></p> <p><i>When research is conducted it will be done in order to answer a question</i></p> <p><i>Relevant information will be gathered and assessed in order to support analysis, reflection and research</i></p> <p><i>Students will write over short and long periods of time</i></p>		<ul style="list-style-type: none"> ● My writing is understandable with at least 90% accuracy in grammar, usage, and mechanics ● I used a writing process which included brainstorming, drafting, revising, editing, and publishing ● I used technology in some way to complete my writing process ● If I conducted research, I developed my own research question and I found sufficient and relevant information to answer it ● I can write for short periods of time ● I can write for extended periods of time

12th Grade CCSS (reading) RI.11-12.1; RI.11-12.10::RL11-12.1; RL11-12.10	Evidence	"I can"
<p>Literature</p> <ul style="list-style-type: none"> ● <i>Cite strong and thorough evidence from the text to support explicit and implicit ideas in the text including where the text leaves matters uncertain</i> ● <i>determine 2 or more themes or central ideas and analyze its development over the course of the text</i> ● <i>provide a summary of the text</i> ● <i>analyze how complex characters develop and interact as well as advance the plot/theme</i> ● <i>determine the meaning of words and phrases and analyze the impact of word choices on meaning and tone</i> ● <i>analyze how an author's choices create effects such as mystery or tension and contribute to its overall meaning</i> ● <i>analyze a case in which grasping a point of view requires distinguishing what is directly stated to what is really meant (sarcasm, satire, irony)</i> ● <i>assess how point of view or purpose shapes the content and style of a text</i> ● <i>analyze multiple interpretations of a text and evaluate how each version interprets the text</i> ● <i>demonstrate knowledge of 18th, 19th, and 20th C American literature and assess how 2 or more texts address similar themes or topics</i> <p>Informational</p> <ul style="list-style-type: none"> ● <i>cite strong text evidence to support analysis</i> ● <i>determine 2 or more central ideas and analyze how they interact and build on one another to provide a complex analysis</i> ● <i>provide a summary of the text</i> ● <i>analyze how and why individuals, events and ideas develop, interact, and connect</i> ● <i>determine the meaning of words and phrases</i> 	<p>Literature and Informational Text</p> <ul style="list-style-type: none"> ● the student can cite enough evidence from a text to thoroughly support explicit and implicit ideas as well as what is left uncertain ● the student can determine themes or central ideas in both fictional and informational text ● the student can summarize both fictional and informational text ● the student can determine the meaning of words and phrases as well as interpret how those word choices impact meaning, tone, rhetoric, and purpose ● the student can determine the point of view of a satire, sarcastic, or ironic text ● the student can analyze how scenes or ideas from a text can be similar or different from other artistic representations ● the student can analyze and compare similar themes among several different interpretations of a text ● the student can analyze and determine the importance of U.S. foundational documents and of American literature ● the student can delineate and evaluate arguments and apply legal reasoning to text ● the student can analyze the development of characters ● the student can analyze the development of ideas and how an author's claims are refined ● the student can determine an author's purpose and/or point of view ● the student can analyze how an author's use of structure helps make the argument or exposition more clear or effective 	<p>Literature</p> <ul style="list-style-type: none"> ● I can cite at least 3 pieces of evidence to support explicit and implicit ideas in a text, and I can use evidence to support what is left uncertain in the text ● I can determine at least 2 themes or central ideas in a text and analyze how they develop ● I can summarize the text ● I can analyze how characters develop, interact and advance the plot ● I can determine an author's meaning and tone in a text as well as determine the impact of sarcasm, satire or irony on the overall meaning ● I can analyze multiple interpretations of a text and compare how the text is interpreted in each one ● I can compare how 2 or more texts address similar themes or topics ● I can name and summarize several different texts from American literature ● I can determine the meaning of words and phrases in the text <p>Informational</p> <ul style="list-style-type: none"> ● I can cite at least 3 pieces of evidence to support explicit and implicit ideas in a text, and I can use evidence to support what is left uncertain in the text ● I can determine at least 2 themes or central ideas in a text and analyze how they develop ● I can summarize the text in my own words ● I know the author's point of view and purpose for writing the text and how his or her rhetoric helps explain the point of view ● I can point out and explain at least 3 examples from the text where the argument or exposition is particularly effective ● I can state how the claims and ideas in the text connect to each other to support the main idea ● I can state how the author's word choices and structure support the central ideas and connect to similar ideas from other texts and media ● I can determine if an author's writing is clear, convincing and engaging

<ul style="list-style-type: none">● <i>analyze how an author's use of structure relates to the effectiveness of the argument or exposition</i>● <i>determine if an author's writing is clear, convincing and engaging</i>● <i>analyze how rhetoric is used to advance the point of view or purpose and explain how it is particularly effective to contribute to the power and persuasiveness of the text</i>● <i>integrate and evaluate multiple sources of information in different media formats</i>● <i>delineate and evaluate the reasoning in seminal U.S. texts including the application of constitutional principles and legal reasoning</i>● <i>analyze 17th, 18th, and 19th C foundational U.S. documents of historical and literary significance</i>		<ul style="list-style-type: none">● I can point out at least 1 example where a text is particularly persuasive● I can compare how 2 or more texts address similar themes or topics● I can name and summarize several different foundational documents from American history● I can determine the meaning of words and phrases in the text● I can explain an argument and support it using historical evidence and/or primary source documents
---	--	---

Skills students need to have when involved in discussions:

9th and 10th grade speaking and listening skills:

- initiate and participate effectively in discussions (one-on-one and in small groups)
 - be prepared
 - use text evidence for support
 - express ideas clearly and thoughtfully
 - pose questions
 - respond to questions
 - summarize points
 - set rules and assign roles as needed
- respond thoughtfully to different perspectives
- use multiple sources of information; evaluate the credibility of each source
- present information clearly and logically so others can follow it
- use digital media strategically to enhance information
- adapt speech to different contexts and tasks

11th and 12th grade speaking and listening skills:

- initiate and participate effectively in discussions (1:1 and in small groups)
 - express ideas clearly and persuasively
 - participate in a democratic, civil discussion with clear goals and deadlines; establish roles as needed
 - ask questions to enhance discussion and probe reasoning
 - challenge ideas or conclusions, clarify and verify ideas
 - promote different and creative perspectives
 - synthesize claims and evidence from all sides of an issue
 - resolve contradictions when possible; determine what additional research or information is needed in order to do this
- use multiple sources of information; evaluate the credibility of each source
- present information clearly and logically so others can follow it
- use digital media strategically to enhance information
- adapt speech to different contexts and tasks