

English Language Arts – First Marking Period

**WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 11TH GRADE**



Reading: Literature	Reading: Informational Text	Language
<p><b>I can</b> clearly determine what the text says.</p> <p><b>I can</b> make inferences based on what the text says.</p> <p><b>I can</b> cite strong and thorough evidence from the text.</p> <p><b>I can</b> make an analysis of the text based on inferences.</p> <p><b>I can</b> make an inference based on strong and thorough evidence from the text.</p> <p><b>I can</b> make an inference based on my analysis of the entire text.</p> <p><b>I can</b> cite strong and thorough evidence to support my inferences and analyses.</p> <p><b>I can</b> analyze a text based on information that is presented as well as on information that is omitted.</p> <p><b>I can</b> determine two or more themes or central ideas of a text.</p> <p><b>I can</b> analyze in detail the development of two or more themes or central ideas and how they interact and build on one another.</p> <p><b>I can</b> identify the specific details that support the development of themes or central ideas.</p> <p><b>I can</b> produce an objective summary of the text shaped by central themes or ideas.</p> <p><b>I can</b> identify and analyze the elements of story or drama (setting, characters, conflict, etc.)</p> <p><b>I can</b> identify and analyze the structure of a story or drama (time sequence, genre features, etc.)</p> <p><b>I can</b> interpret the figurative and connotative meaning of words and phrases as they are used in a text.</p> <p><b>I can</b> identify and analyze figurative language (including simile, metaphor, personification, hyperbole, and idiom).</p> <p><b>I can</b> identify and analyze connotative language (including denotation, connotation, symbolism, irony, and imagery).</p> <p><b>I can</b> analyze the impact of word choice on the tone of a text.</p> <p><b>I can</b> analyze the impact of word choice on the meaning of a text.</p> <p><b>I can</b> recognize when a word has multiple meanings or has a unique use in a particular context.</p> <p><b>I can</b> read and understand literature with minimal guidance by the end of 11-12th grade.</p>	<p><b>I can</b> clearly determine what the text says.</p> <p><b>I can</b> make inferences based on what the text says.</p> <p><b>I can</b> cite strong and thorough evidence from the text based on my inferences.</p> <p><b>I can</b> identify the difference between fact and opinion.</p> <p><b>I can</b> make inferences based on strong and thorough evidence from the text.</p> <p><b>I can</b> analyze a text based on information that is presented as well as on information that is omitted.</p> <p><b>I can</b> determine two or more themes or central ideas of a text.</p> <p><b>I can</b> analyze in detail the development of two or more themes or central ideas and how they interact and build on one another.</p> <p><b>I can</b> analyze in detail the development of two or more themes or central ideas and how they interact and build on one another.</p> <p><b>I can</b> identify the specific details that support my analysis of the development of themes or central ideas.</p> <p><b>I can</b> produce an objective summary of the text shaped by central themes or ideas with the supporting detail.</p> <p><b>I can</b> analyze the impact of word choice on the tone of a text.</p> <p><b>I can</b> analyze the impact of word choice on the meaning of a text.</p> <p><b>I can</b> recognize when a word has multiple meanings or has a unique use in a particular context and analyze its impact.</p> <p><b>I can</b> identify the author's point-of-view and purpose for writing.</p> <p><b>I can</b> analyze how the author's choice of words and rhetorical advance his/her purpose and point-of-view.</p> <p><b>I can</b> identify and analyze specific rhetorical choices particularly contribute to persuasiveness, poetic tone, and/or the effectiveness.</p> <p><b>I can</b> identify themes and concepts in seminal U.S. historical documents.</p> <p><b>I can</b> compare and contrast themes and concepts found in seminal U.S. historical and literary documents.</p> <p><b>I can</b> analyze how they address the related themes in these seminal documents.</p> <p><b>I can</b> read and understand literary non-fiction with minimal scaffolding at the high end of the range by the end of 11-12th grade.</p>	<p><b>I can</b> understand that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p><b>I can</b> resolve issues of complex or contested usage, consulting references as needed.</p> <p><b>I can</b> use hyphenation correctly.</p> <p><b>I can</b> spell correctly.</p> <p><b>I can</b> acquire and use academic and appropriate words or phrases when reading, writing, speaking and listening at the college and career readiness level.</p> <p><b>I can</b> independently gather vocabulary knowledge important to comprehension or expression.</p>

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## English Language Arts – First Marking Period



Writing	Speaking and Listening
<p><b>I can</b> introduce an exact claim.</p> <p><b>I can</b> distinguish claims from alternate or opposing arguments.</p> <p><b>I can</b> create an organized structure that shows relationships among claims, counterclaims, reasons, and evidence.</p> <p><b>I can</b> develop claims and counterclaims fairly and provide evidence.</p> <p><b>I can</b> show strengths and limitations of claims and counterclaims.</p> <p><b>I can</b> develop the topic with well-chosen and relevant facts, details, quotations, or other information and examples.</p> <p><b>I can</b> engage and familiarize the reader to my narrative by introducing a problem, situation, or observation.</p> <p><b>I can</b> establish one or multiple points of view.</p> <p><b>I can</b> introduce a narrator and/or characters.</p> <p><b>I can</b> create a smooth progression of experiences or events.</p> <p><b>I can</b> use narratives techniques such as dialogue and pacing to develop experiences, events and/or characters.</p> <p><b>I can</b> use a variety of transitions to develop a coherent sequence of events.</p> <p><b>I can</b> use precise words and phrases.</p> <p><b>I can</b> describe details using sensory language to convey a vivid picture.</p> <p><b>I can</b> write a conclusion/resolution that reflects on the experience portrayed in the narrative.</p> <p><b>I can</b> produce clear and coherent writing.</p> <p><b>I can</b> attend to organization, style, purpose, and audience.</p> <p><b>I can</b> recognize how and when to plan, revise, edit, rewrite, and try a new approach.</p> <p><b>I can</b> recognize significant information for the needs of audience and purpose.</p> <p><b>I can</b> edit my writing using conventions of Standard English.</p> <p><b>I can</b> apply grade-appropriate reading standards to literature.</p> <p><b>I can</b> draw evidence from literature to support an analysis or reflection.</p> <p><b>I can</b> apply grade-appropriate reading standards to non-fiction texts.</p> <p><b>I can</b> draw evidence to support from the text to support analysis, reflection, or answer to research question</p> <p><b>I can</b> write over an extended period of time to produce pieces of writing that may require research, reflection, and revision.</p> <p><b>I can</b> write within a short, designated time frame for a range of tasks, purposes, and audiences.</p>	<p><b>I can</b> initiate discussion effectively in pairs, small and whole group discussions.</p> <p><b>I can</b> effectively build on, and add to, the discussion with others.</p> <p><b>I can</b> switch back and forth in a leadership role as needed to set rules, form consensus, voting and other issues relating to collegial discussions.</p> <p><b>I can</b> work with peers to problem solve when civil discourse breaks down.</p> <p><b>I can</b> respond thoughtfully to ideas different from my own.</p> <p><b>I can</b> summarize things I agree and disagree with.</p> <p><b>I can</b> justify my opinions and make new connections to new ideas I learn.</p> <p><b>I can</b> synthesize new information from what I hear.</p> <p><b>I can</b> determine when I need more information in order to perform my task thoroughly.</p> <p><b>I can</b> use multiple and diverse media formats with information I present.</p> <p><b>I can</b> evaluate the purpose, credibility, appropriateness and effectiveness of the sources I select.</p> <p><b>I can</b> identify any fallacious reasoning, exaggerated or distorted evidence.</p> <p><b>I can</b> evaluate the persuasiveness and effectiveness of an author's point-of-view based on the use of reasoning, support, and rhetorical devices.</p> <p><b>I can</b> be clear, concise, and logical in my presentations.</p> <p><b>I can</b> use sound and valid reasoning with relevant and persuasive details.</p> <p><b>I can</b> organize my presentation in a manner appropriate to the audience and task.</p> <p><b>I can</b> present opposing or alternative perspectives to my argument using style, diction suitable to audience, purpose, and task.</p> <p><b>I can</b> demonstrate my command of English by the formal or informal diction I use.</p> <p><b>I can</b> use syntax, phrases, parallel structures, and rhetorical devices that are appropriate for the audience, task.</p>

**WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 11TH GRADE**

Reading: Literature	Reading: Informational Text	Language
<p><b>I can</b> analyze the impact of an author's choices on the elements and structure of a story or drama.</p> <p><b>I can</b> analyze the impact of an author's choices on the elements and structure of a story or drama.</p> <p><b>I can</b> identify various text structures (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution).</p> <p><b>I can</b> analyze how an author's choices about structuring parts of a text affect its aesthetic impact.</p> <p><b>I can</b> analyze the author's choice to use a specific structure and how it contributes to the story structure and its overall meaning.</p> <p><b>I can</b> distinguish between what is said (denoted) and what is really meant (connoted) in a text.</p> <p><b>I can</b> identify and elaborate on the elements (of satire, irony, or understatement) that determine the point of view.</p> <p><b>I can</b> read and understand literature with minimal guidance by the end of 11-12th grade.</p>	<p><b>I can</b> cite strong and thorough evidence from the text based on my inferences.</p> <p><b>I can</b> analyze a text based on information that is presented as well as on information that is omitted.</p> <p><b>I can</b> identify the complex ideas or sequences of events.</p> <p><b>I can</b> explain the interaction and development over the course of a text between individuals, ideas, and/or events.</p> <p><b>I can</b> analyze the details and points at which individuals, ideas, and/or events connect and develop over the course of the text.</p> <p><b>I can</b> interpret the figurative, connotative, and technical meaning of words and phrases as they are used in a text.</p> <p><b>I can</b> identify and analyze figurative and technical language (including simile, metaphor, personification, hyperbole, and idiom) over the course of a text and its impact upon the meaning of the text.</p> <p><b>I can</b> identify and analyze connotative and technical language (including denotation, connotation, symbolism, irony, and imagery) and its impact upon the meaning of the text.</p> <p><b>I can</b> identify and analyze the impact of technical and literary devices (including repetition, diction, dialect, rhetoric, satire, and parallel structure) upon the text.</p> <p><b>I can</b> identify various text structures (e.g., problem-solution; compare contrast; cause-effect; expository/explication, allegory, special, sequential, flashback, flash forward, vignette, etc.)</p> <p><b>I can</b> evaluate the effectiveness the author's choice of structure has upon the exposition or argument regarding clarity, sufficient evidence, and persuasiveness.</p> <p><b>I can</b> identify themes and concepts in seminal U.S. historical documents.</p> <p><b>I can</b> compare and contrast themes and concepts found in seminal U.S. historical and literary documents.</p> <p><b>I can</b> analyze how they address the related themes in these seminal documents.</p> <p><b>I can</b> read and understand literary non-fiction with minimal scaffolding at the high end of the range by the end of 11-12th grade.</p>	<p><b>I can</b> spell correctly.</p> <p><b>I can</b> write and edit work that conforms to style guidelines.</p> <p><b>I can</b> use context as a clue to determine the meaning of a word or a phrase.</p> <p><b>I can</b> identify and correctly use patterns of words changes that indicate different meanings or parts of speech.</p> <p><b>I can</b> use reference materials to find words' pronunciation, meaning, part of speech, or etymology.</p> <p><b>I can</b> verify my determination of the meaning of a word or phrase by checking resource materials.</p> <p><b>I can</b> acquire and use academic and appropriate words or phrases when reading, writing, speaking and listening at the college and career readiness level.</p> <p><b>I can</b> independently gather vocabulary knowledge important to comprehension or expression.</p>

Continued . . .

## English Language Arts – Second Marking Period

### WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 11TH GRADE



Writing	Speaking and Language
<p><b>I can</b> create an organized structure that shows relationships among claims, counterclaims, reasons, and evidence.</p> <p><b>I can</b> develop claims and counterclaims fairly and provide evidence.</p> <p><b>I can</b> show strengths and limitations of claims and counterclaims.</p> <p><b>I can</b> introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions.</p> <p><b>I can</b> use appropriate formatting including headings and tables to aid in comprehension.</p> <p><b>I can</b> anticipate the audience's knowledge of the topic while developing my support.</p> <p><b>I can</b> use appropriate transitions to link major sections of the text.</p> <p><b>I can</b> create cohesion and clarify the relationships among complex ideas and concepts.</p> <p><b>I can</b> use exact language and topic-appropriate vocabulary.</p> <p><b>I can</b> establish and maintain a formal style in my writing.</p> <p><b>I can</b> write using an objective tone.</p> <p><b>I can</b> maintain writing norms and use appropriate writing conventions.</p> <p><b>I can</b> write a conclusion statement or paragraph that summarizes the information presented in the writing.</p> <p><b>I can</b> produce clear and coherent writing.</p> <p><b>I can</b> attend to organization, style, purpose, and audience.</p> <p><b>I can</b> recognize how and when to plan, revise, edit, rewrite, and try a new approach.</p> <p><b>I can</b> recognize significant information for the needs of audience and purpose.</p> <p><b>I can</b> edit my writing using conventions of Standard English.</p> <p><b>I can</b> apply grade-appropriate reading standards to literature.</p> <p><b>I can</b> draw evidence from literature to support an analysis or reflection.</p> <p><b>I can</b> apply grade-appropriate reading standards to non-fiction texts.</p> <p><b>I can</b> draw evidence to support from the text to support analysis, reflection, or answer to research question.</p> <p><b>I can</b> write over an extended period of time to produce pieces of writing that may require research, reflection, and revision.</p> <p><b>I can</b> write within a short, designated time frame for a range of tasks, purposes, and audiences.</p>	<p><b>I can</b> reference previously prepared reading, research, prior knowledge to help progress the discussion.</p> <p><b>I can</b> use my preparation to deepen the conversations.</p> <p><b>I can</b> participate in formulating rules and procedures for an effective and productive discussion.</p> <p><b>I can</b> switch back and forth in a leadership role as needed to set rules, form consensus, voting and other issues relating to collegial discussions.</p> <p><b>I can</b> include others in the discussion through clarification, questioning, verifying, or challenging ideas based on the topic/theme.</p> <p><b>I can</b> deepen the conversation by asking questions that relate to, and add to the topic.</p> <p><b>I can</b> ask probing questions that expand positions that include divergent and creative perspectives from me and others.</p> <p><b>I can</b> synthesize new information from what I hear.</p> <p><b>I can</b> use multiple and diverse media formats with information I present.</p> <p><b>I can</b> identify any fallacious reasoning, exaggerated or distorted evidence.</p> <p><b>I can</b> evaluate the persuasiveness and effectiveness of an author's point-of-view based on the use of reasoning, support, and rhetorical devices.</p> <p><b>I can</b> be clear, concise, and logical in my presentations.</p> <p><b>I can</b> use sound and valid reasoning with relevant and persuasive details.</p> <p><b>I can</b> organize my presentation in a manner appropriate to the audience and task.</p> <p><b>I can</b> present opposing or alternative perspectives to my argument using style, diction suitable to audience, purpose, and task.</p> <p><b>I can</b> demonstrate my command of English by the formal or informal diction I use.</p> <p><b>I can</b> use syntax, phrases, parallel structures, and rhetorical devices that are appropriate for the audience, task.</p>

**WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 11TH GRADE**

Reading: Literature	Reading: Informational Text	Language
<p><b>I can</b> identify when and how an author draws on and/or transforms source material in a specific work.</p> <p><b>I can</b> analyze how the source material has changed from the original work.</p> <p><b>I can</b> identify the source materials of modern interpretations of classic texts.</p> <p><b>I can</b> identify the genre of 2 or more pieces of foundational literature.</p> <p><b>I can</b> compare/contrast the point-of-view and bias of 2 or more pieces of foundational literature of similar themes/topics.</p> <p><b>I can</b> explain the influences of the culture and climate reflected through the themes/topics, points-of-view and authorial bias.</p> <p><b>I can</b> read and understand literature with minimal guidance by the end of 11-12th grade.</p>	<p><b>I can</b> cite strong and thorough evidence from the text based on my inferences.</p> <p><b>I can</b> analyze a text based on information that is presented as well as on information that is omitted.</p> <p><b>I can</b> identify the complex ideas or sequences of events.</p> <p><b>I can</b> explain the interaction and development over the course of a text between individuals, ideas, and/or events.</p> <p><b>I can</b> analyze the details and points at which individuals, ideas, and/or events connect and develop over the course of the text.</p> <p><b>I can</b> identify various text structures (e.g., problem-solution; compare contrast; cause-effect; expository/explication, allegory, special, sequential, flashback, flash forward, vignette, etc.)</p> <p><b>I can</b> evaluate the effectiveness the author's choice of structure has upon the exposition or argument regarding clarity, sufficient evidence, and persuasiveness.</p> <p><b>I can</b> analyze how the author unfolds his/her ideas through the text structure (e.g., problem-solution; compare-contrast; cause-effect; expository/explication; allegory; special; sequential; flashback; flash forward; vignette, etc.</p> <p><b>I can</b> identify and analyze the connections the author makes between ideas and supporting details.</p> <p><b>I can</b> identify a significant question to be answered or a problem to be solved.</p> <p><b>I can</b> research and select information from different mediums that address the question or the problem.</p> <p><b>I can</b> integrate the information into multi-media formats to present my findings that will answer the question or address the problem.</p> <p><b>I can</b> evaluate both orally and in writing the effectiveness of my sources as they address the question/problem.</p> <p><b>I can</b> identify themes and concepts in seminal U.S. historical documents.</p> <p><b>I can</b> compare and contrast themes and concepts found in seminal U.S. historical and literary documents.</p> <p><b>I can</b> analyze how they address the related themes in these seminal documents.</p> <p><b>I can</b> read and understand literary non-fiction with minimal scaffolding at the high end of the range by the end of 11-12th grade.</p>	<p><b>I can</b> spell correctly.</p> <p><b>I can</b> interpret figures of speech within the context of the text.</p> <p><b>I can</b> analyze the role different figures of speech play in the text.</p> <p><b>I can</b> analyze the subtle differences between words with similar meanings.</p> <p><b>I can</b> acquire and use academic and appropriate words or phrases when reading, writing, speaking and listening at the college and career readiness level.</p> <p><b>I can</b> independently gather vocabulary knowledge important to comprehension or expression.</p>

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## English Language Arts – Third Marking Period

### WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 11TH GRADE



Writing	Speaking and Listening
<p><b>I can</b> anticipate the audience's knowledge level and concerns.</p> <p><b>I can</b> introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions.</p> <p><b>I can</b> use appropriate formatting including headings and tables to aid in comprehension.</p> <p><b>I can</b> anticipate the audience's knowledge of the topic while developing my support.</p> <p><b>I can</b> create cohesion and clarify the relationships among complex ideas and concepts.</p> <p><b>I can</b> use exact language and topic-appropriate vocabulary.</p> <p><b>I can</b> establish and maintain a formal style in my writing.</p> <p><b>I can</b> write using an objective tone.</p> <p><b>I can</b> maintain writing norms and use appropriate writing conventions.</p> <p><b>I can</b> write a conclusion statement or paragraph that summarizes the information presented in the writing.</p> <p><b>I can</b> produce clear and coherent writing.</p> <p><b>I can</b> attend to organization, style, purpose, and audience.</p> <p><b>I can</b> recognize how and when to plan, revise, edit, rewrite, and try a new approach.</p> <p><b>I can</b> recognize significant information for the needs of audience and purpose.</p> <p><b>I can</b> edit my writing using conventions of Standard English.</p> <p><b>I can</b> identify both short and sustained research topics based on a question or a problem.</p> <p><b>I can</b> find and interpret multiple sources (electronic or in print) to answer my question or solve my problem.</p> <p><b>I can</b> apply grade-appropriate reading standards to literature.</p> <p><b>I can</b> draw evidence from literature to support an analysis or reflection.</p> <p><b>I can</b> apply grade-appropriate reading standards to non-fiction texts.</p> <p><b>I can</b> draw evidence to support from the text to support analysis, reflection, or answer to research question.</p> <p><b>I can</b> write over an extended period of time to produce pieces of writing that may require research, reflection, and revision.</p> <p><b>I can</b> write within a short, designated time frame for a range of tasks, purposes, and audiences.</p>	<p><b>I can</b> switch back and forth in a leadership role as needed to set rules, form consensus, voting and other issues relating to collegial discussions.</p> <p><b>I can</b> synthesize new information from what I hear.</p> <p><b>I can</b> use multiple and diverse media formats with information I present.</p> <p><b>I can</b> evaluate the purpose, credibility, appropriateness and effectiveness of the sources I select.</p> <p><b>I can</b> identify a speaker's point-of-view, reasoning, evidence, and rhetorical devices.</p> <p><b>I can</b> be clear, concise, and logical in my presentations.</p> <p><b>I can</b> use sound and valid reasoning with relevant and persuasive details.</p> <p><b>I can</b> organize my presentation in a manner appropriate to the audience and task.</p> <p><b>I can</b> present opposing or alternative perspectives to my argument using style, diction suitable to audience, purpose, and task.</p> <p><b>I can</b> select the digital media that is most appropriate for the purpose and audience and the task.</p> <p><b>I can</b> use interactive media that is appropriate for the purpose, audience and task to create interest.</p> <p><b>I can</b> use interactive media in an appropriate manner for my purpose, audience and task interestingly.</p> <p><b>I can</b> demonstrate my command of English by the formal or informal diction I use.</p> <p><b>I can</b> use syntax, phrases, parallel structures, and rhetorical devices that are appropriate for the audience, task.</p>

**WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 11<sup>TH</sup> GRADE**

Reading: Literature	Reading: Informational Text	Language
<p><b>I can</b> identify when and how an author draws on and/or transforms source material in a specific work.</p> <p><b>I can</b> analyze how the source material has changed from the original work.</p> <p><b>I can</b> identify the source materials of modern interpretations of classic texts.</p> <p><b>I can</b> identify the genre of 2 or more pieces of foundational literature.</p> <p><b>I can</b> compare/contrast the point-of-view and bias of 2 or more pieces of foundational literature of similar themes/topics.</p> <p><b>I can</b> explain the influences of the culture and climate reflected through the themes/topics, points-of-view and authorial bias.</p> <p><b>I can</b> read and understand literature with minimal guidance by the end of 11-12th grade.</p>	<p><b>I can</b> cite strong and thorough evidence from the text based on my inferences.</p> <p><b>I can</b> analyze a text based on information that is presented as well as on information that is omitted.</p> <p><b>I can</b> identify a significant question to be answered or a problem to be solved.</p> <p><b>I can</b> research and select information from different mediums that address the question or the problem.</p> <p><b>I can</b> integrate the information into multi-media formats to present my findings that will answer the question or address the problem.</p> <p><b>I can</b> evaluate both orally and in writing the effectiveness of my sources as they address the question/problem.</p> <p><b>I can</b> identify themes and concepts in seminal U.S. historical documents.</p> <p><b>I can</b> compare and contrast themes and concepts found in seminal U.S. historical and literary documents.</p> <p><b>I can</b> analyze how they address the related themes in these seminal documents.</p> <p><b>I can</b> read and understand literary non-fiction with minimal scaffolding at the high end of the range by the end of 11-12th grade.</p>	<p><b>I can</b> spell correctly.</p> <p><b>I can</b> acquire and use academic and appropriate words or phrases when reading, writing, speaking and listening at the college and career readiness level.</p> <p><b>I can</b> independently gather vocabulary knowledge important to comprehension or expression.</p>

Continued. . .

## English Language Arts – Fourth Marking Period

### WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 11TH GRADE



Writing	Speaking and Listening
<p><b>I can</b> use words, phrases and clauses to link sections of text, create cohesion, and clarify relationships.</p> <p><b>I can</b> establish and maintain formal style and an objective tone.</p> <p><b>I can</b> attend to norms and conventions of the discipline.</p> <p><b>I can</b> provide a concluding statement that follows from and supports the argument presented.</p> <p><b>I can</b> produce clear and coherent writing.</p> <p><b>I can</b> attend to organization, style, purpose, and audience.</p> <p><b>I can</b> recognize how and when to plan, revise, edit, rewrite, and try a new approach.</p> <p><b>I can</b> recognize significant information for the needs of audience and purpose.</p> <p><b>I can</b> edit my writing using conventions of Standard English.</p> <p><b>I can</b> use technology, including the Internet, to produce, revise, edit, and publish writing.</p> <p><b>I can</b> use technology to display information dynamically adjusting as needed.</p> <p><b>I can use technology to interact and collaborate with others for an intended purpose.</b></p> <p><b>I can</b> identify both short and sustained research topics based on a question or a problem.</p> <p><b>I can</b> find and interpret multiple sources (electronic or in print) to answer my question or solve my problem.</p> <p><b>I can</b> narrow or broaden the inquiry when appropriate.</p> <p><b>I can</b> synthesize information from multiple sources.</p> <p><b>I can</b> gather relevant information from multiple credible print and digital sources.</p> <p><b>I can</b> use advanced searches effectively.</p> <p><b>I can</b> assess the usefulness of each source in answering the research question.</p> <p><b>I can</b> integrate information into the text selectively to maintain flow of ideas and avoid plagiarism.</p> <p><b>I can</b> follow a standard format of citation.</p> <p><b>I can</b> apply grade-appropriate reading standards to literature.</p> <p><b>I can</b> draw evidence from literature to support an analysis or reflection.</p> <p><b>I can</b> apply grade-appropriate reading standards to non-fiction texts.</p> <p><b>I can</b> draw evidence to support from the text to support analysis, reflection, or answer to research question.</p> <p><b>I can</b> write over an extended period of time to produce pieces of writing that may require research, reflection, and revision.</p> <p><b>I can</b> write within a short, designated time frame for a range of tasks, purposes, and audiences.</p>	<p><b>I can</b> switch back and forth in a leadership role as needed to set rules, form consensus, voting and other issues relating to collegial discussions.</p> <p><b>I can</b> synthesize new information from what I hear.</p> <p><b>I can</b> use multiple and diverse media formats with information I present.</p> <p><b>I can</b> evaluate the purpose, credibility, appropriateness and effectiveness of the sources I select.</p> <p><b>I can</b> identify a speaker's point-of-view, reasoning, evidence, and rhetorical devices.</p> <p><b>I can</b> be clear, concise, and logical in my presentations.</p> <p><b>I can</b> use sound and valid reasoning with relevant and persuasive details.</p> <p><b>I can</b> organize my presentation in a manner appropriate to the audience and task.</p> <p><b>I can</b> present opposing or alternative perspectives to my argument using style, diction suitable to audience, purpose, and task.</p> <p><b>I can</b> select the digital media that is most appropriate for the purpose and audience and the task.</p> <p><b>I can</b> use interactive media that is appropriate for the purpose, audience and task to create interest.</p> <p><b>I can</b> use interactive media in an appropriate manner for my purpose, audience and task interestingly.</p> <p><b>I can</b> demonstrate my command of English by the formal or informal diction I use.</p> <p><b>I can</b> use syntax, phrases, parallel structures, and rhetorical devices that are appropriate for the audience, task.</p>