

English Language Arts – First Marking Period

WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 9TH GRADE



Reading: Literature	Reading: Informational Text	Language
<p><i>I can clearly determine what the text says.</i></p> <p><i>I can make inferences based on what the text says.</i></p> <p><i>I can cite strong and thorough evidence from the text.</i></p> <p><i>I can make an analysis of the text based on inferences.</i></p> <p><i>I can cite strong and thorough evidence to support my inferences and analyses.</i></p> <p><i>I can determine the theme or central idea of a text.</i></p> <p><i>I can interpret the figurative and connotative meaning of words and phrases as they are used in a text.</i></p> <p><i>I can analyze the impact of word choice on the tone of a text.</i></p> <p><i>I can compare and contrast two pieces of art from different mediums that represent the same subject or key scene.</i></p> <p><i>I can identify what is emphasized or absent in two different artistic representations (text, song, movie, poem, visual art, etc.) of the same subject or key scene.</i></p> <p><i>I can read complex texts in 9th -10th grade with guidance.</i></p> <p><i>I can read complex texts in 9th- 10th grade independently and proficiently.</i></p>	<p><i>I can clearly determine what the text says.</i></p> <p><i>I can cite strong and thorough evidence from the text based on my inferences.</i></p> <p><i>I can make inferences based on strong and thorough evidence from the text.</i></p> <p><i>I can identify the difference between fact and opinion.</i></p> <p><i>I can cite strong and thorough evidence to support my inferences and analyses.</i></p> <p><i>I can determine the theme or central idea of a text.</i></p> <p><i>I can identify the main ideas in the text.</i></p> <p><i>I can identify and determine the literal, figurative (including simile, metaphor, personification, hyperbole, idiom), and technical meanings of words.</i></p> <p><i>I can analyze the impact of word choice on the tone of a text.</i></p> <p><i>I can analyze the impact of word choice on the meaning of a text.</i></p> <p><i>I can identify key words, phrases, sentences, paragraphs, or chapters that develop key ideas or claims made by the author.</i></p> <p><i>I can identify the author's key claim or controlling idea.</i></p> <p><i>I can identify themes and concepts in seminal U.S. historical and literary documents.</i></p> <p><i>I can analyze how they address the related themes and concepts similarly.</i></p> <p><i>I can read literary non-fiction proficiently with some scaffolding by the end of grades 9 and 10.</i></p>	<p><i>I can use parallel structure when writing and/or speaking.</i></p> <p><i>I can use various types of phrases such as participial, preposition, and adverbial to convey specific meanings and add interest to writing or presentations.</i></p> <p><i>I can use various types of clauses such as independent, dependent, and relative to convey specific meanings and add interest to writing or presentations.</i></p> <p><i>I can use a semicolon to link two or more closely related independent clauses.</i></p> <p><i>I can use a conjunctive adverb to link two or more closely related independent clauses.</i></p> <p><i>I can use a colon to introduce a list or a quotation.</i></p> <p><i>I can spell correctly.</i></p> <p><i>I can acquire and use academic and appropriate words or phrases when reading, writing, speaking and listening at the college and career readiness level.</i></p> <p><i>I can independently gather vocabulary knowledge important to comprehension or expression.</i></p>

Continued. . .

English Language Arts – First Marking Period

WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 9TH GRADE



Writing	Speaking and Listening
<p><i>I can introduce an exact claim.</i></p> <p><i>I can distinguish claims from alternate or opposing arguments.</i></p> <p><i>I can create an organized structure that shows relationships among claims, counterclaims, reasons, and evidence.</i></p> <p><i>I can develop claims and counterclaims fairly and provide evidence.</i></p> <p><i>I can show strengths and limitations of claims and counterclaims.</i></p> <p><i>I can develop the topic with well-chosen and relevant facts, details, quotations, or other information and examples.</i></p> <p><i>I can engage and familiarize the reader to my narrative by introducing a problem, situation, or observation.</i></p> <p><i>I can establish one or multiple points of view.</i></p> <p><i>I can introduce a narrator and/or characters.</i></p> <p><i>I can create a smooth progression of experiences or events.</i></p> <p><i>I can use narratives techniques such as dialogue and pacing to develop experiences, events and/or characters.</i></p> <p><i>I can use a variety of transitions to develop a coherent sequence of events.</i></p> <p><i>I can use precise words and phrases.</i></p> <p><i>I can describe details using sensory language to convey a vivid picture.</i></p> <p><i>I can write a conclusion/resolution that reflects on the experience portrayed in the narrative.</i></p> <p><i>I can produce clear and coherent writing.</i></p> <p><i>I can attend to organization, style, purpose, and audience.</i></p> <p><i>I can recognize how and when to plan, revise, edit, rewrite, and try a new approach.</i></p> <p><i>I can recognize significant information for the needs of audience and purpose.</i></p> <p><i>I can edit my writing using conventions of Standard English</i></p> <p><i>I can apply grade-appropriate reading standards to literature.</i></p> <p><i>I can draw evidence from literature to support an analysis or reflection.</i></p> <p><i>I can apply grade-appropriate reading standards to non-fiction texts.</i></p> <p><i>I can draw evidence to support from the text to support analysis, reflection, or answer to research question.</i></p> <p><i>I can write over an extended period of time to produce pieces of writing that may require research, reflection, and revision.</i></p> <p><i>I can write within a short, designated time frame for a range of tasks, purposes, and audiences.</i></p>	<p><i>I can engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 9-10 topics and texts.</i></p> <p><i>I can determine goals, deadlines, and individual roles for discussion groups.</i></p> <p><i>I can describe ways to make collaborative decisions (e.g., informal consensus).</i></p> <p><i>I can evaluate collegial discussions and decision making processes used.</i></p> <p><i>I can follow agreed upon guidelines for discussion.</i></p> <p><i>I can formulate opinions, ideas, and conclusions based on prior and new evidence.</i></p> <p><i>I can question or respond to clarify, verify, or challenge conclusions posed by others.</i></p> <p><i>I can compare and contrast opinions and facts posed by peers on the designated issue or topic.</i></p> <p><i>I can respond thoughtfully to others' remarks and arguments, summarizing points of agreement and disagreement.</i></p> <p><i>I can identify information from multiple sources presented in diverse media (e.g., visually, quantitatively, and orally).</i></p> <p><i>I can recognize clear, concise, and logical presentation of information and findings.</i></p> <p><i>I can evaluate supporting evidence, logical organization, development, and style for a given purpose, audience, and task.</i></p> <p><i>I can present: information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning.</i></p>

English Language Arts – Second Marking Period



WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 9TH GRADE

Reading: Literature	Reading: Informational Text
<p><i>I can analyze in detail the development of a theme or central idea over the course of the text.</i></p> <p><i>I can identify the specific details that support the development of a theme or central idea.</i></p> <p><i>I can produce an objective summary of the text shaped by central themes or ideas.</i></p> <p><i>I can identify the attributes of a complex character.</i></p> <p><i>I can analyze how complex characters develop over the course of a text.</i></p> <p><i>I can analyze how complex characters interact with other characters.</i></p> <p><i>I can analyze how complex characters advance the plot or develop the theme.</i></p> <p><i>I can identify and analyze figurative language (including simile, metaphor, personification, hyperbole, and idiom).</i></p> <p><i>I can identify and analyze connotative language (including denotation, connotation, symbolism, irony, and imagery).</i></p> <p><i>I can identify and analyze the impact of poetic and literary devices (including alliteration, assonance, consonance, onomatopoeia, rhyme, repetition, rhythm, diction, dialect, rhetoric, satire, and parallel structure).</i></p> <p><i>I can analyze the impact of word choice on the meaning of a text.</i></p> <p><i>I can compare and contrast two pieces of art from different mediums that represent the same subject or key scene.</i></p> <p><i>I can identify what is emphasized or absent in two different artistic representations (text, song, movie, poem, visual art, etc.) of the same subject or key scene.</i></p> <p><i>I can read complex texts in 9th -10th grade with guidance.</i></p> <p><i>I can read complex texts in 9th- 10th grade independently and proficiently.</i></p>	<p><i>I can identify over the course of the text the points where the central ideas are developed.</i></p> <p><i>I can analyze in detail the development of a theme or central idea over the course of the text.</i></p> <p><i>I can identify the specific details that support the development of a theme or central idea.</i></p> <p><i>I can produce an objective summary of the text shaped by central themes or ideas.</i></p> <p><i>I can identify the author's point-of-view about the main ideas.</i></p> <p><i>I can analyze how the author unfolds his/her ideas through text structures such as expository, cause-effect, problem-solution, and compare-contrast.</i></p> <p><i>I can identify and analyze the connections the author makes between ideas and supporting details.</i></p> <p><i>I can analyze the cumulative effect of word choice including connotative language (including denotation, connotation, symbolism, irony, imagery) on meaning and tone.</i></p> <p><i>I can identify key words, phrases, sentences, paragraphs, or chapters that develop key ideas or claims made by the author.</i></p> <p><i>I can identify the author's key claim or controlling idea.</i></p> <p><i>I can analyze how the author's key words, phrases, sentences, paragraphs, or chapters, develop and influence the controlling idea or claim.</i></p> <p><i>I can identify the author's point-of-view and purpose.</i></p> <p><i>I can identify themes and concepts in seminal U.S. historical and literary documents.</i></p> <p><i>I can analyze how they address the related themes and concepts similarly</i></p> <p><i>I can read literary non-fiction proficiently with some scaffolding by the end of grades 9 and 10</i></p>

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English Language Arts – Second Marking Period

WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 9TH GRADE



Speaking and Listening	Language
<p><i>I can engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 9-10 topics and texts.</i></p> <p><i>I can determine goals, deadlines, and individual roles for discussion groups.</i></p> <p><i>I can describe ways to make collaborative decisions (e.g., informal consensus).</i></p> <p><i>I can evaluate collegial discussions and decision making processes used.</i></p> <p><i>I can follow agreed upon guidelines for discussion.</i></p> <p><i>I can formulate opinions, ideas, and conclusions based on prior and new evidence.</i></p> <p><i>I can question or respond to clarify, verify, or challenge conclusions posed by others.</i></p> <p><i>I can compare and contrast opinions and facts posed by peers on the designated issue or topic.</i></p> <p><i>I can respond thoughtfully to others' remarks and arguments, summarizing points of agreement and disagreement.</i></p> <p><i>I can identify information from multiple sources presented in diverse media (e.g., visually, quantitatively, and orally).</i></p> <p><i>I can recognize clear, concise, and logical presentation of information and findings.</i></p> <p><i>I can evaluate supporting evidence, logical organization, development, and style for a given purpose, audience, and task.</i></p> <p><i>I can present: information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning.</i></p>	<p><i>I can spell correctly.</i></p> <p><i>I can write and edit work that conforms to style guidelines.</i></p> <p><i>I can use context as a clue to determine the meaning of a word or a phrase.</i></p> <p><i>I can identify and correctly use patterns of words changes that indicate different meanings or parts of speech.</i></p> <p><i>I can use reference materials to find words' pronunciation, meaning, part of speech, or etymology.</i></p> <p><i>I can verify my determination of the meaning of a word or phrase by checking resource materials.</i></p> <p><i>I can acquire and use academic and appropriate words or phrases when reading, writing, speaking and listening at the college and career readiness level.</i></p> <p><i>I can independently gather vocabulary knowledge important to comprehension or expression.</i></p>

Continued . . .

English Language Arts – Second Marking Period

WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 9TH GRADE



Writing

- I can create an organized structure that shows relationships among claims, counterclaims, reasons, and evidence.*
- I can develop claims and counterclaims fairly and provide evidence.*
- I can show strengths and limitations of claims and counterclaims.*
- I can introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions.*
- I can use appropriate formatting including headings and tables to aid in comprehension.*
- I can anticipate the audience's knowledge of the topic while developing my support.*
- I can use appropriate transitions to link major sections of the text.*
- I can create cohesion and clarify the relationships among complex ideas and concepts.*
- I can use exact language and topic-appropriate vocabulary.*
- I can establish and maintain a formal style in my writing.*
- I can write using an objective tone.*
- I can maintain writing norms and use appropriate writing conventions.*
- I can write a conclusion statement or paragraph that summarizes the information presented in the writing.*
- I can produce clear and coherent writing.*
- I can attend to organization, style, purpose, and audience.*
- I can recognize how and when to plan, revise, edit, rewrite, and try a new approach.*
- I can recognize significant information for the needs of audience and purpose.*
- I can edit my writing using conventions of Standard English.*
- I can apply grade-appropriate reading standards to literature.*
- I can draw evidence from literature to support an analysis or reflection.*
- I can apply grade-appropriate reading standards to non-fiction texts.*
- I can draw evidence to support from the text to support analysis, reflection, or answer to research question.*
- I can write over an extended period of time to produce pieces of writing that may require research, reflection, and revision.*
- I can write within a short, designated time frame for a range of tasks, purposes, and audiences.*

WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 9TH GRADE

Reading: Informational Text	Reading: Literature
<p><i>I can analyze how the author unfolds his/her ideas through text structures such as expository, cause-effect, problem-solution, and compare-contrast.</i></p> <p><i>I can analyze the cumulative effect of word choice including connotative language (including denotation, connotation, symbolism, irony, imagery) on meaning and tone.</i></p> <p><i>I can identify key words, phrases, sentences, paragraphs, or chapters that develop key ideas or claims made by the author.</i></p> <p><i>I can identify the author's key claim or controlling idea.</i></p> <p><i>I can analyze how the author's key words, phrases, sentences, paragraphs, or chapters, develop and influence the controlling idea or claim.</i></p> <p><i>I can identify the rhetorical devices and appeals used by the author to reinforce the author's point-of-view and purpose.</i></p> <p><i>I can analyze how the author's choice of words and appeals advance his/her purpose and point-of-view.</i></p> <p><i>I can identify a subject using different mediums to tell the same story.</i></p> <p><i>I can determine which details are emphasized in each account.</i></p> <p><i>I can analyze the impact of the differing details on the meanings of diverse accounts.</i></p> <p><i>I can analyze the impact on the diverse accounts through the use of a specific media.</i></p> <p><i>I can identify rhetorical devices and argument structures used to present claim/claims.</i></p> <p><i>I can evaluate the validity, relevance, and sufficiency of the reasoning and evidence.</i></p> <p><i>I can identify whether or not a statement or its reasoning is fallacious.</i></p> <p><i>I can identify themes and concepts in seminal U.S. historical and literary documents.</i></p> <p><i>I can analyze how they address the related themes and concepts similarly.</i></p> <p><i>I can read literary non-fiction proficiently with some scaffolding by the end of grades 9 and 10.</i></p>	<p><i>I can analyze how an author's choices about structuring a text create such effects as mystery, tension, or surprise, among others.</i></p> <p><i>I can analyze how an author's choices about ordering events in a text create such effects as mystery, tension, or surprise, among others.</i></p> <p><i>I can analyze how an author's choices about manipulating time in a text create such effects as mystery, tension, or surprise, among others.</i></p> <p><i>I can compare and contrast two pieces of art from different mediums that represent the same subject or key scene.</i></p> <p><i>I can identify what is emphasized or absent in two different artistic representations (text, song, movie, poem, visual art, etc.) of the same subject or key scene.</i></p> <p><i>I can read complex texts in 9th -10th grade with guidance.</i></p> <p><i>I can read complex texts in 9th- 10th grade independently and proficiently.</i></p>
	<p>Language</p>
	<p><i>I can spell correctly.</i></p> <p><i>I can interpret figures of speech within the context of the text.</i></p> <p><i>I can analyze the role different figures of speech play in the text.</i></p> <p><i>I can analyze the subtle differences between words with similar meanings.</i></p> <p><i>I can acquire and use academic and appropriate words or phrases when reading, writing, speaking and listening at the college and career readiness level.</i></p> <p><i>I can independently gather vocabulary knowledge important to comprehension or expression.</i></p>

Continued. . .

English Language Arts – Third Marking Period

WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 9TH GRADE



Writing	Speaking and Listening
<p><i>I can anticipate the audience's knowledge level and concerns.</i></p> <p><i>I can introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions.</i></p> <p><i>I can use appropriate formatting including headings and tables to aid in comprehension.</i></p> <p><i>I can anticipate the audience's knowledge of the topic while developing my support.</i></p> <p><i>I can create cohesion and clarify the relationships among complex ideas and concepts.</i></p> <p><i>I can use exact language and topic-appropriate vocabulary.</i></p> <p><i>I can establish and maintain a formal style in my writing.</i></p> <p><i>I can write using an objective tone.</i></p> <p><i>I can maintain writing norms and use appropriate writing conventions.</i></p> <p><i>I can write a conclusion statement or paragraph that summarizes the information presented in the writing.</i></p> <p><i>I can produce clear and coherent writing.</i></p> <p><i>I can attend to organization, style, purpose, and audience.</i></p> <p><i>I can recognize how and when to plan, revise, edit, rewrite, and try a new approach.</i></p> <p><i>I can recognize significant information for the needs of audience and purpose.</i></p> <p><i>I can edit my writing using conventions of Standard English.</i></p> <p><i>I can identify both short and sustained research topics based on a question or a problem.</i></p> <p><i>I can find and interpret multiple sources (electronic or in print) to answer my question or solve my problem.</i></p> <p><i>I can apply grade-appropriate reading standards to literature.</i></p> <p><i>I can draw evidence from literature to support an analysis or reflection.</i></p> <p><i>I can apply grade-appropriate reading standards to non-fiction texts.</i></p> <p><i>I can draw evidence to support from the text to support analysis, reflection, or answer to research question.</i></p> <p><i>I can write over an extended period of time to produce pieces of writing that may require research, reflection, and revision.</i></p> <p><i>I can write within a short, designated time frame for a range of tasks, purposes, and audiences.</i></p>	<p><i>I can engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 9-10 topics and texts.</i></p> <p><i>I can reference evidence from texts and research to support comments and ideas.</i></p> <p><i>I can identify key supporting ideas from reading and research as well as in context of larger themes and issues.</i></p> <p><i>I can know how to ask thought provoking questions.</i></p> <p><i>I can identify conclusions posed during discussions or in text.</i></p> <p><i>I can formulate opinions, ideas, and conclusions based on prior and new evidence.</i></p> <p><i>I can evaluate personal conclusions and the conclusions of others.</i></p> <p><i>I can respond thoughtfully to others' remarks and arguments, summarizing points of agreement and disagreement.</i></p> <p><i>I can identify information from multiple sources presented in diverse media (e.g., visually, quantitatively, and orally).</i></p> <p><i>I can evaluate the credibility of each source.</i></p> <p><i>I can evaluate the accuracy of each source.</i></p> <p><i>I can spell correctly.</i></p> <p><i>I can interpret figures of speech within the context of the text.</i></p> <p><i>I can analyze the role different figures of speech play in the text.</i></p> <p><i>I can analyze the subtle differences between words with similar meanings.</i></p> <p><i>I can acquire and use academic and appropriate words or phrases when reading, writing, speaking and listening at the college and career readiness level.</i></p> <p><i>I can independently gather vocabulary knowledge important to comprehension or expression.</i></p> <p><i>I can recognize clear, concise, and logical presentation of information and findings.</i></p> <p><i>I can evaluate supporting evidence, logical organization, development, and style for a given purpose, audience, and task.</i></p> <p><i>I can present: information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning.</i></p> <p><i>I can evaluate the usefulness of digital media in presentations to enhance understanding of findings, reasoning, and evidence.</i></p> <p><i>I can use digital media strategically to enhance understanding and add interest.</i></p> <p><i>I can describe audience, situation, and purpose.</i></p> <p><i>I can identify qualities of formal and informal speech.</i></p> <p><i>I can evaluate audience needs (including perceptions and misconceptions).</i></p> <p><i>I can analyze the situation to determine if it requires formal or informal language.</i></p> <p><i>I can speak effectively in a variety of situations.</i></p>

WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 9TH GRADE

Reading: Literature	Reading: Informational Text	Language
<p><i>I can identify a particular point of view, bias, or cultural experience reflected in a work of literature from outside the United States.</i></p> <p><i>I can identify points of view, biases, and cultural experiences reflected in multiple texts from outside the United States.</i></p> <p><i>I can analyze how points of view, biases, and cultural experiences of authors and/or characters are shaped by world experiences as reflected in the texts.</i></p> <p><i>I can compare and contrast two pieces of art from different mediums that represent the same subject or key scene.</i></p> <p><i>I can identify what is emphasized or absent in two different artistic representations (text, song, movie, poem, visual art, etc.) of the same subject or key scene.</i></p> <p><i>I can identify when and how an author draws on and/or transforms source material in a specific work.</i></p> <p><i>I can analyze how the source material has changed from the original work.</i></p> <p><i>I can read complex texts in 9th -10th grade with guidance.</i></p> <p><i>I can read complex texts in 9th- 10th grade independently and proficiently.</i></p>	<p><i>I can analyze how the author unfolds his/her ideas through text structures such as expository, cause-effect, problem-solution, and compare-contrast.</i></p> <p><i>I can analyze how the author's key words, phrases, sentences, paragraphs, or chapters, develop and influence the controlling idea or claim.</i></p> <p><i>I can identify themes and concepts in seminal U.S. historical and literary documents.</i></p> <p><i>I can analyze how they address the related themes and concepts similarly.</i></p> <p><i>I can read literary non-fiction proficiently with some scaffolding by the end of grades 9 and 10.</i></p>	<p><i>I can spell correctly.</i></p> <p><i>I can acquire and use academic and appropriate words or phrases when reading, writing, speaking and listening at the college and career readiness level.</i></p> <p><i>I can independently gather vocabulary knowledge important to comprehension or expression.</i></p>

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English Language Arts – Fourth Marking Period

WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 9TH GRADE



Writing	Speaking and Listening
<p><i>I can use words, phrases and clauses to link sections of text, create cohesion, and clarify relationships.</i></p> <p><i>I can establish and maintain formal style and an objective tone.</i></p> <p><i>I can attend to norms and conventions of the discipline.</i></p> <p><i>I can provide a concluding statement that follows from and supports the argument presented.</i></p> <p><i>I can produce clear and coherent writing.</i></p> <p><i>I can attend to organization, style, purpose, and audience.</i></p> <p><i>I can recognize how and when to plan, revise, edit, rewrite, and try a new approach.</i></p> <p><i>I can recognize significant information for the needs of audience and purpose.</i></p> <p><i>I can edit my writing using conventions of Standard English.</i></p> <p><i>I can use technology, including the Internet, to produce, revise, edit, and publish writing.</i></p> <p><i>I can use technology to display information dynamically adjusting as needed.</i></p> <p><i>I can use technology to interact and collaborate with others for an intended purpose</i></p> <p><i>I can produce clear and coherent writing.</i></p> <p><i>I can attend to organization, style, purpose, and audience.</i></p> <p><i>I can recognize how and when to plan, revise, edit, rewrite, and try a new approach.</i></p> <p><i>I can recognize significant information for the needs of audience and purpose.</i></p> <p><i>I can edit my writing using conventions of Standard English.</i></p> <p><i>I can use technology, including the Internet, to produce, revise, edit, and publish writing.</i></p> <p><i>I can use technology to display information dynamically adjusting as needed.</i></p> <p><i>I can use technology to interact and collaborate with others for an intended purpose</i></p> <p><i>I can write over an extended period of time to produce pieces of writing that may require research, reflection, and revision.</i></p> <p><i>I can write within a short, designated time frame for a range of tasks, purposes, and audiences.</i></p>	<p><i>I can engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 9-10 topics and texts.</i></p> <p><i>I can reference evidence from texts and research to support comments and ideas.</i></p> <p><i>I can identify key supporting ideas from reading and research as well as in context of larger themes and issues.</i></p> <p><i>I can know how to ask thought provoking questions.</i></p> <p><i>I can identify conclusions posed during discussions or in text.</i></p> <p><i>I can formulate opinions, ideas, and conclusions based on prior and new evidence.</i></p> <p><i>I can evaluate personal conclusions and the conclusions of others.</i></p> <p><i>I can respond thoughtfully to others' remarks and arguments, summarizing points of agreement and disagreement.</i></p> <p><i>I can identify information from multiple sources presented in diverse media (e.g., visually, quantitatively, and orally).</i></p> <p><i>I can evaluate the credibility of each source.</i></p> <p><i>I can evaluate the accuracy of each source.</i></p> <p><i>I can recognize clear, concise, and logical presentation of information and findings.</i></p> <p><i>I can evaluate supporting evidence, logical organization, development, and style for a given purpose, audience, and task.</i></p> <p><i>I can present: information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning.</i></p> <p><i>I can evaluate the usefulness of digital media in presentations to enhance understanding of findings, reasoning, and evidence.</i></p> <p><i>I can use digital media strategically to enhance understanding and add interest.</i></p> <p><i>I can describe audience, situation, and purpose.</i></p> <p><i>I can identify qualities of formal and informal speech.</i></p> <p><i>I can evaluate audience needs (including perceptions and misconceptions).</i></p> <p><i>I can analyze the situation to determine if it requires formal or informal language.</i></p> <p><i>I can speak effectively in a variety of situations.</i></p>