

# “I Can” Statements

## 11th & 12th Grade Literature

- I can cite strong and thorough textual evidence that supports my inferences and analysis of the text.
- I can determine where a text leaves matters uncertain.
- I can determine two or more themes of a text.
- I can analyze the development of the theme throughout a text, including how they interact or build upon each other.
- I can give an objective summary of a text.
- I can analyze the impact of the author’s choice on how he/she develops and relates elements of the story (plot, characters, setting, etc.).
- I can determine the figurative and connotative meaning of words and phrases based on how they are used in a text.
- I can analyze the impact word choice has on the meaning or tone of a text.
- I can analyze how an author’s choices about the structure of specific parts of a text relate to the overall structure and meaning.
- I can analyze how understanding the point of view of some texts requires distinguishing what is directly stated from what is meant (satire, sarcasm, irony, understatement, etc.).
- I can analyze multiple interpretations of a piece of literature and evaluate how each version interprets the source text.
- I can demonstrate knowledge of 18th, 19th and 20th century American literature by comparing how two or more texts from the same period treat similar themes/topics.
- I can read and comprehend literature at the eleven-twelve grade span, reading literature appropriate to my grade level and skill.

# “I Can” Statements

## 11th & 12th Gr. Informational Text

- I can cite strong and thorough textual evidence that supports my inferences and analysis of the text.
- I can determine where a text leaves matters uncertain.
- I can determine two or more ideas of a text.
- I can analyze the development of central ideas throughout a text, including how they interact or build upon each other.
- I can give an objective summary of a text.
- I can analyze a complex set of ideas or sequence and explain how they interact or develop throughout a text.
- I can determine the figurative and connotative or technical meaning of words and phrases in a grade 11 or 12 text.
- I can analyze how an author refines the meaning of key terms throughout the course of a text.
- I can analyze and evaluate the effectiveness of the structure an author uses in his argument.
- I can determine whether the author’s structure makes points clear, convincing and engaging.
- I can determine the author’s point of view in a text.
- I can determine the author’s purpose for writing a text.
- I can determine how style and content contribute to the effectiveness of a text.
- I can address a question or solve a problem by integrating and evaluating multiple sources of information that are presented in various media.
- I can specify and evaluate the reasoning in seminal US texts, including application of constitutional principles and legal reasoning.
- I can evaluate the premises, purposes and arguments in works of public advocacy.
- I can analyze 17th, 18th and 19th century foundational US documents for their themes, purposes, and rhetorical features.
- I can read and comprehend informational text appropriate for the 11-12 grade span.

# “I Can” Statements

## 11th & 12th Grade Writing

**□ I can write arguments to support claims of substantive topics or texts, using valid reasoning, relevant, and sufficient evidence, where I:**

- introduce precise, knowledgeable claims, establish the significance of claims, distinguish my claims from opposing claims and create an organization that logically sequences claims, counterclaims and evidence
- develop claims/counterclaims fairly and thoroughly, supplying evidence for and pointing out strengths and limitations of both sides in a manner that anticipates audience’s knowledge and possible biases
- use words, phrases, and clauses to link sections of the text, create cohesion and clarify relationships
- establish and maintain a formal style and objective tone, while attending to the norms of the discipline in which they are writing
- provide a concluding statement or section that flows from the presented argument

**□ I can write an informative piece, which examines and conveys complex ideas/information through effective selection, organization and analysis of content; where I:**

- introduce a topic, organize complex ideas to make connections, including formatting, graphics and multimedia when useful
- use well-chosen and relevant facts, definitions, details and quotations or other examples to develop the topic
- use appropriate, varied transitions and syntax to create cohesion and clarify relationships
- use precise language and domain-specific vocabulary (metaphor, simile, analogy) to manage the complexity of the topic
- establish and maintain a formal style and objective tone while attending to the conventions of the discipline
- provide a concluding statement or section that supports the information presented

# “I Can” Statements

## 11th & 12th Grade Writing

- I can write a narrative to develop real or imagined events, using effective technique, details and well-structured sequence, where I:
  - set out a problem or situation, establish point of view, introduce a narrator and/or characters and create a smooth progression of events
  - use dialogue, descriptions, pacing, reflection and multiple plot lines to develop events, experiences, and characters
  - use a variety of techniques to sequence events so they build on one another, create a coherent whole and build toward a particular tone and outcome
  - use precise words, phrases, sensory details and language to convey vivid pictures of experiences, events, settings or characters
  - provide a conclusion that follows the form and reflects on the narrated events
  
- I can produce clear, coherent writing in which the development, organization and style are appropriate for 11th and 12th grade tasks, purposes and audiences.
  
- I can develop and strengthen my writing by planning, revising, editing and/or trying new approaches.
  
- I can focus on addressing the most specific needs for a purpose and audience.
  
- I can use technology to produce, publish and update my own work and shared writing projects.



# “I Can” Statements 11th & 12th Grade Writing

- I can conduct short or sustained research projects that answer a specific question or solve a problem.
- I can narrow or broaden my search when appropriate.
- I can synthesize multiple sources on a subject and demonstrate the subject under investigation.
- I can gather information from multiple sources (print and digital) and assess strengths and limitations of each source in terms of the task, purpose and audience.
- I can integrate formation into a text while maintaining flow of ideas and avoiding plagiarism.
- I can follow a standard format for citation in my work.
- I can use evidence from literature to support analysis, reflection and research in my writing.
- I can use evidence from informational text to support analysis, reflection and research in my writing.
- I can write for a range of time, tasks, purposes and audiences.

# “I Can” Statements

## 11th & 12th Grade Language

- I can apply the understanding that usage is a matter of convention and can change over time.
- I can use a reference book to resolve issues of contested usage.
- I can use hyphens correctly.
- I can spell correctly.
- I can apply an understanding of syntax in writing, speaking, listening and reading.
- I can use context clues to figure out word meanings.
- I can identify and use patterns of word changes that indicate meaning/part of speech.
- I can use reference materials to determine pronunciation, meaning, part of speech, etymology or standard usage of a word.
- I can interpret figures of speech in context and analyze their role in the text.
- I can analyze nuances in the meaning of words with similar denotations (meanings).
- I can use vocabulary appropriate to eleventh and twelfth grade topics.
- I can use resources to gather word knowledge when needing a word important for comprehension and/or expression.