READING STANDARDS LEARNING TARGETS FOR LITERATURE

LONG TERM TARGETS ARE IN BOLD.

Grade 9 and 10.

ENG.R.L.9-10.1 I can cite strong and thorough textual evidence to support analysis of inferences and what the text explicitly says. (CCSS LIT Key Ideas/Details 1)

> ENG.R.L.9-10.1a I can cite explicit textual evidence to support analysis of a text.
> ENG.R.L.9-10.1b I can cite textual evidence to support inferences of a text.

This learning target is simply for citing information about the key ideas and details. Students should, to meet this target, directly cite the text (direct quotes, paraphrase when appropriate, reference text).

ENG.R.L.9-10.2 I can determine and analyze the development and refinement of a theme or central idea of a text. **(CCSS LIT Key Ideas/Details 2)**

> ENG.R.L.9-10.2a I can determine a theme or central idea of a text.
> ENG.R.L.9-10.2b I can analyze a theme or central idea of a text as it develops, changes, or becomes refined by specific details.
> ENG.R.L.9-10.2c I can objectively summarize a text.

*This learning target is met when students can determine a theme, analyze the theme, or summarize a text clearly. This target can be met **without** citing the text directly.*

ENG.R.L.9-10.3 I can analyze how complex characters develop, interact with others, and advance the plot. (CCSS LIT Key Ideas/Details 3)

> ENG.R.L.9-10.3a I can define and provide examples of a complex character in a given text.
> ENG.R.L.9-10.3b I can analyze a character's development and interactions.
> ENG.R.L.9-10.3c I can analyze how a character advances the plot.

This learning target is met when students can analyze characters and explain the interactions of various characters and how that moves the text "forward".

ENG.R.L.9-10.4 I can determine and analyze the figurative and connotative meaning of words and phrases and their impact on the literary text. (CCSS LIT Craft and Structure 4)

> ENG.R.L.9-10.4a I can determine the meaning of a word using context.
> ENG.R.L.9-10.4b I can analyze the impact of an author's word choice on the meaning or tone of a literary text.

This learning target is met when students can use context clues to determine the denotative, connotative, or figurative meaning of a word, analyze why the author might have selected it, and describe the impact on the text.

Created by Katryna Andrusik and Maiba Carter using Common Core State Standards to make learning targets to guide instruction.

ENG.R.L.9-10.5 I can analyze how an author's choices about text structure, ordering events and manipulating of time create effects such as mystery, tension or surprise (CCSS LIT Craft and Structure 5)

      ENG.R.L.9-10.5a I can analyze how the author's structuring of the text creates a sense of mystery, tension or surprise.

      ENG.R.L.9-10.5b I can analyze how the author's selected order of events create mystery, tension or surprise in a text.

      ENG.R.L.9-10.5c I can analyze how the author's choice to manipulate the setting or pacing creates mystery, tension or surprise in a text.

      ENG.R.L.9-10.5d. I can analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States (CCSS Craft and Structure 6)

This learning target is met when students can describe, explain and analyze how the author's choices about structure, plot, and setting affect how the reader responds to the text.

ENG.R.L.9-10.7., 9. I can analyze the interpretation and/or representation of subjects or events in multiple media. (CCSS LIT Integration of Knowledge and Ideas)

      ENG.R.L.9-10.7.a I can analyze the representation of a subject or event in two different artistic mediums. (CCSS Integration of Knowledge and Ideas 7)

      ENG.R.L.9-10.9.a I can analyze how an author draws on and transforms source material in a specific work (CCSS Integration of Knowledge and Ideas 9)

Grade 11 and 12.

ENG.R.L.11-12.1 I can cite strong and thorough textual evidence to support analysis of inferences and what the text explicitly says, including when the text might be ambiguous. (CCSS LIT Key Ideas/Details 1)

      ENG.R.L.11-12.1a I can cite explicit textual evidence to support analysis of a text.

      ENG.R.L.11-12.1b I can cite textual evidence to support inferences of a text.

*This learning target is only for **citing information** about the key ideas and details. Students should, to meet this target, directly cite the text (direct quotes, paraphrase when appropriate, reference text).*

ENG.R.L.11-12.2 I can determine and analyze the development, interaction, and refinement of multiple themes or central ideas of a text. (CCSS LIT Key Ideas/Details 2)

      ENG.R.L.11-12.2a I can determine one or more themes or central ideas of a text.

      ENG.R.L.11-12.2b I can analyze one or more themes or central ideas of a text as they develop, change, interact, or become refined by specific details.

      ENG.R.L.11-12.2c I can objectively summarize a text.

*This learning target is met when students can determine a theme, analyze the theme, or summarize a text clearly. This target can be met **without** citing the text directly.*

ENG.R.L.11-12.3 I can analyze the impact of the author's choices to develop and/or relate elements of a story, including plot, setting, and characters. (CCSS LIT Key Ideas/Details 3)

ENG.R.L.11-12.3a I can identify and explain the impact of the author's choices on plot, setting, or character interactions.

ENG.R.L.11-12.3b I can analyze the impact of the author's choices on the development of the story or drama.

This learning target is met when students can describe, explain, and analyze how an author's choices about story elements interact and therefore develop the text.

ENG.R.L.11-12.4 I can determine and analyze the figurative, connotative, and/or multiple meaning of words and phrases as they are used in literary text. (CCSS LIT Craft and Structure 4)

ENG.R.L.11-12.4a I can determine the (multiple) meaning(s) of a word using context.

ENG.R.L.11-12.4b I can analyze the impact of an author's word choice on the meaning or tone of a literary text.

This learning target is met when students can use context clues to determine the denotative, connotative, or figurative meaning of a word, analyze why the author might have selected it, and describe the impact on the text.

ENG.R.L.11-12.5-6 I can analyze how an author's choices about a text contribute to its overall structure, meaning and/or aesthetic impact (CCSS LIT Craft and Structure 5)

ENG.R.L.11-12.5a I can analyze how author's choices about the text (plot setting, pacing) contribute to the structure or meaning of the text.

ENG.R.L.11-12.5b I can analyze how author's choices about the text contribute to the aesthetic appeal and/or impact of the text.

ENG.R.L.11-12.6 I can analyze text in which grasping point of view requires distinguishing what is directly stated from what is really meant. (CCSS Craft and Structure 6)

This learning target is met when students can describe, explain and analyze how the author's choices about structure, plot, and setting affect how the reader responds to the text.

ENG.R.L.11-12.7,9. I can analyze the interpretation and/or representation of contemporary subjects, themes, topics, events in multiple media. (CCSS LIT Integration of Knowledge and Ideas)

ENG.R.L.11-12.7 I can analyze multiple representations of a story, drama, or poem and evaluate the interpretation the source text. (CCSS Integration of Knowledge and Ideas 7)

ENG.R.L.11-12.9 I can compare and contrast texts from the same time periods for similar or divergent treatment of specific themes or topics. (CCSS Integration of Knowledge and Ideas 9)

Created by Katryna Andrusik and Maiba Carter using Common Core State Standards to make learning targets to guide instruction.

==**READING STANDARDS LEARNING TARGETS FOR INFORMATIVE TEXT**==

LONG TERM TARGETS ARE IN BOLD.

<mark>**Grade 9 and 10.**</mark>

ENG.R.I.9-10.1 I can cite strong and thorough textual evidence to support analysis of inferences and what the text explicitly says. (CCSS INFO Key Ideas/Details 1)
　　　ENG.R.I.9-10.1a I can cite explicit textual evidence to support analysis of a text.
　　　ENG.R.I.9-10.1b I can cite textual evidence to support inferences of a text.
This learning target is simply for citing information about the key ideas and details. Students should, to meet this target, directly cite the text (direct quotes, paraphrase when appropriate, reference text).

ENG.R.I.9-10.2 I can determine and analyze the development and refinement of a theme or central idea of a text. **(CCSS INFO Key Ideas/Details 2)**
　　　ENG.R.I.9-10.2a I can determine a theme or central idea of a text.
　　　ENG.R.I.9-10.2b I can analyze a theme or central idea of a text as it develops, changes, or becomes refined by specific details.
　　　ENG.R.I.9-10.2c I can objectively summarize a text.
*This learning target is met when students can determine a theme, analyze the theme, or summarize a text clearly. This target can be met **without** citing the text directly.*

ENG.R.I.9-10.3 I can describe and analyze how the author unfolds an analysis or series of ideas or events. **(CCSS INFO Key Ideas/Details 3)**
　　　ENG.R.I.9-10.3a I can describe how the author outlines a set of ideas or events.
　　　ENG.R.I.9-10.3b I can describe how the author introduces and develops a set of ideas
or
　　　events.
　　　ENG.R.I.9-10.3c I can describe how the author analyzes a set of ideas or events.
　　　ENG.R.I.9-10.3d I can describe how the author draws connections between (a) series of ideas or events.
　　　ENG.R.I.9-10.3e I can analyze how an author orders, introduces, develops, and/or connects a series ideas or events.
This learning target is met when students can look at informational text and determine its structure (compare/contrast, cause/effect, etc.), how the subject is introduced and concluded, and how connections are created between ideas. For (e), students must be able to analyze how these factors build the author's analysis.

Created by Katryna Andrusik and Maiba Carter using Common Core State Standards to make learning targets to guide instruction.

ENG.R.I.9-10.4 I can determine and analyze the technical, figurative and connotative meaning of words and phrases and their impact on the text. (CCSS INFO Craft and Structure 4)

ENG.R.I.9-10.4a I can determine the meaning of a word using context.

ENG.R.I.9-10.4b I can analyze the cumulative impact of an author's word choice on the meaning or tone of a text.

This learning target is met when students can use context clues to determine the denotative, connotative, or figurative meaning of a word, analyze why the author might have selected it, and describe the impact on the text.

ENG.R.I.9-10.5 I can analyze how the author's ideas or claims are developed and refined by the structure of the text (CCSS INFO Craft and Structure 5)

ENG.R.I.9-10.5a I can describe how the structure of the text contributes to the author's claim.

ENG.R.I.9-10.5b I can explain how specific sentences or paragraphs develop or refine an author's idea or claim.

This learning target is met when students can describe the structure of the text as it relates to the argument being made (using cause and effect to support the argument) and also pinpoint specific parts of the text that further the author's claims.

ENG.R.I.9-10.6 I can determine an author's point of view or purpose and the role of rhetoric in advancing it. (CCSS INFO Craft and Structure 6)

ENG.R.I.9-10.6a I can determine the author's point of view or purpose.

ENG.R.I.9-10.6b I can locate and explain uses of rhetoric in the text.

ENG.R.I.9-10.6c I can justify the author's use of rhetoric in advancing the point of view or purpose of the text.

This learning target is met when students can discuss how rhetorical devices and rhetoric are used to enhance or advance an author's point of view or purpose for writing.

ENG.R.I.9-10.7-8 I can analyze various accounts of a subject told in different formats. (CCSS INFO Integration of Knowledge and Ideas 7)

ENG.R.I.9-10.7a I can compare and contrast information about a subject presented in different formats.

ENG.R.I.9-10.7b I can analyze what is emphasized and deemphasized in multiple formats about a subject.

ENG.R.I.9-10.8a. I can delineate and evaluate the argument and specific claims in a text.

ENG.R.I.9-10.8b. I can assess if presented reasoning is valid and the evidence is relevant and sufficient.

ENG.R.I.9-10.8c. I can identify false statements and fallacious reasoning.

This learning target is met when students can compare, contrast and analyze how different aspects of a subject are presented and emphasized in various presentations of the information.

Grade 11 and 12.

ENG.R.I.11-12.1 I can cite strong and thorough textual evidence to support analysis of inferences and what the text explicitly says, including when the text might be ambiguous. (CCSS INFO Key Ideas/Details 1)

ENG.R.I.11-12.1a I can cite explicit textual evidence to support analysis of a text.
ENG.R.I.11-12.1b I can cite textual evidence to support inferences of a text.

*This learning target is simply for **citing information** about the key ideas and details. Students should, to meet this target, directly cite the text (direct quotes, paraphrase when appropriate, reference text).*

ENG.R.I.11-12.2 I can determine and analyze the development, interaction, and refinement of multiple themes or central ideas of a text. **(CCSS INFO Key Ideas/Details 2)**

ENG.R.I.11-12.2a I can determine one or more themes or central ideas of a text.
ENG.R.I.11-12.2b I can analyze one or more themes or central ideas of a text as they develop, change, interact, or become refined by specific details.
ENG.R.I.11-12.2c I can objectively summarize a text.

*This learning target is met when students can determine a theme, analyze the theme, or summarize a text clearly. This target can be met **without** citing the text directly.*

ENG.R.I.11-12.3 I can explain and analyze the interaction and development of a complex set of ideas or sequence of events over the course of a text. **(CCSS INFO Key Ideas/Details 3)**

ENG.R.I.11-12.3a I can explain the interaction and development of a text's complex ideas and events.
ENG.R.I.11-12.3b I can analyze the implications of the interaction and development of a text's complex ideas and events.

This learning target is met when students can look at informational text and determine its structure (compare/contrast, cause/effect, etc.), how the subject is introduced and concluded, and how connections are created between ideas (a). For (b), students must be able to analyze how these factors build the author's analysis.

ENG.R.I.11-12.4 I can determine and analyze the figurative, connotative, and/or multiple meaning of words and phrases as they are used, developed, and refined in text. (CCSS INFO Craft and Structure 4)

ENG.R.I.11-12.4a I can determine the (multiple) meaning(s) of a word using context.
ENG.R.I.11-12.4b I can analyze the refinement and/or development of an author's key terms on the meaning or tone of a text.

Created by Katryna Andrusik and Maiba Carter using Common Core State Standards to make learning targets to guide instruction.

This learning target is met when students can use context clues to determine the denotative, connotative, or figurative meaning of a word, analyze why the author might have selected it, and describe the impact on the text.

ENG.R.I.11-12.5 I can analyze the efficacy of an author's chosen structure in supporting their argument. (CCSS INFO Craft and Structure 5)

    ENG.R.I.11-12.5a I can describe the structure of the text.

    ENG.R.I.11-12.5b I can explain how specific sentences or paragraphs develop or refine an author's idea or claim.

    ENG.R.I.11-12.5c I can analyze the efficacy of a structure to enhance an argument.

This learning target is met when students can describe how the structure relates to the argument, pinpoint specific passages that further the author's claim, and discuss the efficacy of those passages.

ENG.R.I.11-12.6 I can determine an author's point of view or purpose and the role of rhetoric in advancing it. (CCSS INFO Craft and Structure 6)

    ENG.R.I.11-12.6a I can determine the author's point of view or purpose.

    ENG.R.I.11-12.6b I can locate and explain uses of rhetoric in the text.

    ENG.R.I.11-12.6c I can explain the author's use of rhetoric in advancing the point of view

or purpose of the text.

    ENG.R.I.11-12.6d I can analyze the author's use of rhetoric to enhance the style and content of the point of view or purpose of the text.

This learning target is met when students can discuss how rhetorical devices and rhetoric are used to enhance or advance an author's point of view or purpose for writing.

ENG.R.I.11-12.7 I can interpret, integrate, and evaluate multiple sources of information about a subject presented in different formats. (CCSS INFO Integration of Knowledge and Ideas 7)

    ENG.R.I.11-12.7a I can interpret information about a subject presented in different formats.

    ENG.R.I.11-12.7b I can integrate information from various formats to respond to a problem or question.

    ENG.R.I.11-12.7c I can evaluate multiple sources about a subject to best respond to a problem or question.

This learning target is met when students can interpret, integrate, analyze and evaluate how different aspects of a subject are emphasized in various presentations of the information, and how that information is then best used to answer a question or concern.

==WRITING STANDARDS LEARNING TARGETS.== *Note that the writing standards are the 'same' for all HS grades. This means that the ASSESSMENTS of the targets must be scaffolded to higher levels/expectations for content and analysis. The Writing Assessment Rubric connections are also clearly delineated and should be used to assess student bi-yearly writing assessments.*

LONG TERM TARGETS ARE IN BOLD.

ENG.W.9-12.1 I can write organized arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS Argument)

ENG.W.9-12.1a I can introduce a precise and nuanced claim. (CCPCS Writing Rubric Thesis)

ENG.W.9-12.1b I can develop claim(s) by supplying ample, varied evidence that includes

strengths and limitations. (CCPCS Writing Rubric Evidence)

ENG.W.9-12.1c I can use words, phrases and clauses (transitions) that link the major sections of the text to create cohesion, clarity, and organization. (CCPCS Writing Rubric Organization)

ENG.W.9-12.1d I can maintain a formal and objective style and tone appropriate for my topic and audience. (CCPCS Writing Rubric Style)

ENG.W.9-12.1e I can conclude my argument with a statement or section that logically supports and summarizes the argument presented. (CCPCS Writing Rubric Organization)

ENG.W.9-12.1f I can develop counterclaims that supply evidence of the limitations of the claim. (CCPCS Writing Rubric Evidence)

ENG.W.9-12.1g I can organize my argument to establish clear relationships among a claim, counterclaim, reasons, and/or evidence. (CCPCS Writing Rubric Organization)

ENG.W.9-12.1h I can connect my argument explicitly and specifically with other texts and experiences. (CCPCS Writing Rubric Analysis)

ENG.W.9-12.1i I can provide relevant and appropriate social, political and historical information as context for my argument. (CCPCS Writing Rubric Analysis)

ENG.W.9-12.2 I can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS Informative/Explanatory)

ENG.W.9-12.2a I can introduce a complex topic.

ENG.W.9-12.2b I can develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

ENG.W.9-12.2c. I can use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and

Created by Katryna Andrusik and Maiba Carter using Common Core State Standards to make learning targets to guide instruction.

100 PEABODY STREET, NW WASHINGTON, DC 20011   PHONE: 202.808.9800   FAX: 202.733.1812   WWW.CCPCS.ORG

concepts.

ENG.W.9-12.2d. I can establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

ENG.W.9-12.2e. I can conclude my text with a statement or section that logically supports and summarizes the information or explanation presented (e.g., articulating implications or the significance of the topic).

ENG.W.9-12.2f I can use precise language and domain-specific vocabulary to manage the complexity of the topic.

ENG.W.9-12.2g I can organize complex ideas, concepts, and information to make important connections and distinctions.

ENG.W.9-12.2h I can include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

ENG.W.9-12.3 I can write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS Narrative)

ENG.W.9-12.W.3.a I can engage the reader by setting out a problem, situation or observation and its significance.

ENG.W.9-12.W.3.b. I can use one or multiple viewpoints effectively throughout a narrative piece of text.

ENG.W.9-12.W.3.c I can effectively introduce a narrator and/or characters.

ENG.W.9-12.W.3.d I can use a variety of techniques to build the sequence of events toward a particular tone or outcome.

ENG.W.9-12.W.3.e I can compose a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

ENG.W.9-12.W.3.f. I can convey a vivid picture of the experiences, events, setting, and/or characters using precise words and phrases, telling details, and sensory language.

ENG.W.9-12.W.3.g I can sequence events using a variety of techniques so that they build on one another to create a coherent whole.

ENG.W.9-12.W.3.h. I can create a smooth progression of experiences or events in a narrative.

ENG.W.9-12.W.3.i I can use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

*ENG.W.9-12.W.4 is met when students are able to complete the standards listed above. It states: Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.). **Therefore, there are no long or short term targets specifically connected to this standard.***

Created by Katryna Andrusik and Maiba Carter using Common Core State Standards to make learning targets to guide instruction.

ENG.W.9-12.5 I can develop and strengthen writing using the writing process.

ENG.W.9-12.5a I can plan and brainstorm ideas for writing using pre-writing tools or organizers. **(CCSS Writing 5)**

ENG.W.9-12.5.b I can compose rough draft(s) that try new approaches to the content, and focus on addressing what is most significant for a specific purpose and audience.

ENG.W.9-12.5.c I can revise, edit, and rewrite drafts to address what is most significant for a specific purpose and audience.

ENG.W.9-12.5.d I can revise or edit a peer's work through focused, specific, kind, and helpful critique of their work. **(SCS Critique)**

ENG.W.9-12.5e I can use technology effectively to enhance editing, revising my writing.

ENG.W.9-12.6 I can use technology to share my writing with an authentic audience. (CCSS Writing 6)

ENG.W.9-10.6a I can produce, publish, and/or update individual or shared writing products on the internet in response to ongoing feedback, including new arguments or information. .

ENG.W.9-10.6b I can maximize technology's capacity to link to other information and to display information flexibly and dynamically.

ENG.W.9-12.7-8 I can conduct research. (CCSS Writing 7 and 8) (Senior Expedition)

ENG.W.9-12.7.a I can pose and answer a question (including a self-generated one) or propose a solution to a problem through research.

ENG.W.9-12.7.b I can narrow or broaden the inquiry of a subject when appropriate.

ENG.W.9-12.7.c I can synthesize multiple sources on a subject,

ENG.W.9-12.7.d I can demonstrate an understanding of the subject under investigation through my analysis.

ENG.W.9-12.7.e Draw evidence from literary or informational texts to support analysis, reflection, and research.

ENG.W.9-12.8.f I can gather relevant information from multiple authoritative print and digital sources.

ENG.W.9-12.8.g I can assess the usefulness of each source in answering the research question.

ENG.W.9-12.8.h I can integrate information into the text selectively to maintain the flow of ideas.

ENG.W.9-12.8.i I can avoid plagiarism by following a standard format for citation.

ENG.W.9-12.8.j I can assess the usefulness, strengths, and limitations of each source in terms of the task, purpose, and audience (11-12 only).

ENG.W.9-12.8.k I can avoid an overreliance on any one source (11-12 only).

LONG TERM TARGETS ARE IN BOLD.

Note: In all but one standard, speaking and listening standards for 11-12 grade have been extended "down" to 9-10 (for example ENG.SL.9-12.1 c. and d.) At Capital City Public Charter School, all high school students are capable of speaking and listening at high levels through the use of Social Complexity Structures.

ENG.SL.9-12.1 I can initiate and participate effectively in a range of collaborative discussions on various topics, texts, and issues by expressing my ideas clearly and building on those of others. (CCSS Speaking/Listening 1)

> ENG.SL.9-12.1.a I can prepare for discussions by reading and researching material under study.
>
> ENG.SL.9-12.1.b I can explicitly draw on preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (SCS Socratic Seminar)
>
> ENG.SL.9-12.1.c I can collaboratively set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed. (SCS Group Work)
>
> ENG.SL.9-12.1.d I can promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (SCS Accountable Talk, Group Work, Socratic Seminar)
>
> ENG.SL.9-12.1.e I can propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas. (SCS Accountable Talk, Socratic Seminar)
>
> ENG.SL.9-12.1.f I can propel conversations by posing and responding to questions that probe reasoning and evidence.(SCS Accountable Talk, Socratic Seminar)
>
> ENG.SL.9-12.1.g I can actively incorporate others into the discussion. (SCS Accountable Talk)
>
> ENG.SL.9-12.1.h I can clarify, verify, or challenge ideas and conclusions. (SCS Accountable Talk)
>
> ENG.SL.9-12.1.i I can ensure a hearing for a full range of positions on a topic or issue. (SCS Socratic Seminar)
>
> ENG.SL.9-12.1.j I can promote divergent and creative perspectives.
>
> ENG.SL.9-12.1.k I can respond thoughtfully to diverse perspectives and can summarize points of agreement and disagreement. (SCS Socratic Seminar)
>
> ENG.SL.9-12.1.m I can, when warranted, qualify or justify my views and understanding and make new connections when evidence and reasoning is presented. (SCS Socratic Seminar)
>
> ENG.SL.9-12.1.n I can synthesize comments, claims, and evidence made on all sides of an issue and resolve contradictions when possible. (SCS Socratic Seminar)
>
> ENG.SL.9-12.1.o I can determine what additional information or research is required to deepen the investigation or complete the task.

Created by Katryna Andrusik and Maiba Carter using Common Core State Standards to make learning targets to guide instruction.

This speaking and listening standard (except 1.a) is best evaluated in real time. It is recommended that if more than 2 of these short term targets are being evaluated, that there is video to support real-time SBG, that teachers are not participants, and/or that students are responsible for both participation in and recording conversation.

ENG.SL.9-10.2 I can integrate multiple sources of information presented in diverse media or formats into discussions and evaluate them.(CCSS Speaking/Listening 2)

ENG.SL.9-10.2a. I can integrate multiple sources of information presented in diverse media or formats into discussions.

ENG.SL.9-10.2b. I can evaluate multiple sources of information presented in diverse media or formats for credibility and accuracy.

ENG.SL.9-10.2c. I can evaluate multiple sources of information to make informed decisions and solve problems.

ENG.SL.9-10.2d. I can evaluating the credibility and accuracy of a source, noting any discrepancies among the data.

ENG.SL.9-10.SL.3 I can evaluate a speaker during a discussion. (CCSS Speaking/ Listening 3)

ENG.SL.9-10.SL.3a I can evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (Discussion; SCS Fishbowl, Socratic Seminar, Critique)

ENG.SL.9-10.SL.3b I can identify any fallacious reasoning or exaggerated or distorted evidence in a speaker's evidence. (Discussion; SCS Fishbowl, Socratic Seminar, Critique)

ENG.SL.9-10.SL.3c. I can assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used by a speaker. (11-12 only) (Discussion; SCS Fishbowl, Socratic Seminar, Critique)

ENG.SL.9-10.4-6 I can present information so that listeners can follow my line of reasoning. (CCSS Speaking/Listening 4, 5, and 6)

ENG.SL.9-10.4-6a. I can present information, findings, and supporting evidence clearly, concisely, and logically.

ENG.SL.9-10.4-6b I can present information such that listeners can follow the line of reasoning and the organization, development, substance.

ENG.SL.9-10.4-6c I can present in a style that is appropriate to purpose, audience, and task.

ENG.SL.11-12.4-6 I can present information so that listeners can follow my line of reasoning and in a way that conveys my distinct perspective. (CCSS Speaking/Listening 4, 5, and 6)

ENG.SL.11-12.4a. I can present information, findings, and supporting evidence, conveying a clear and distinct perspective.
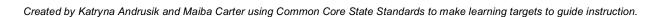
ENG.SL.11-12.4b. I can present information such that listeners can follow the line of reasoning and that alternative or opposing perspectives are addressed,
ENG.SL.11-12.4c. I can present information such that the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
ENG.SL.11-12.5 I can strategically use digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
ENG.SL.11-12.6 I can adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

==LANGUAGE STANDARDS AND LEARNING TARGETS== *The CCSS explicitly state that in meeting these standards, high school students should also have mastery of all of the standards from previous grade levels. Students must practice language each day, and should have opportunities structured into their instruction that gives them time to review and consistently meet previous standards in language conventions and punctuation.*

LONG TERM TARGETS ARE IN BOLD.

ENG.L.9-12.1 I can apply the conventions of Standard English in my writing.
ENG.L.9-12.1.a I can use parallel structure.
ENG.L.9-12.1.b I can use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
ENG.L.9-12.1.c I can apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. (11-12 only)
ENG.L.9-12.1.d I can resolve issues of complex or contested usage by consulting references as needed. (11-12 only)
ENG.L.9-12.1.e I can construct simple and complex sentences that adhere to standard grammar conventions.
ENG.L.9-12.1.f I can accurately identify and distinguish among the eight parts of speech.
ENG.L.9-12.1.g I can accurately identify and apply rules for verb tense, noun-verb agreement, and number.

ENG.L.9-12.2 I can apply the conventions of Standard English capitalization, punctuation, and spelling when writing.
ENG.L.9-10.2.a I can use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
ENG.L.9-10.2.b I can use a colon to introduce a list or quotation.
ENG.L.9-12.2.c I can spell correctly.
ENG.L.9-12.2.d I can use hyphenation conventions**.** (11-12 only)
ENG.L.9-12.2.e I can apply standard accepted conventions for punctuation and capitalization.

ENG.L.9-12.3 I can demonstrate an understanding of how language functions in different contexts, by making effective choices for meaning or style.
ENG.L.9-12.3a I can write and edit work so that it conforms to the guidelines appropriate for the discipline and writing type, including MLA or APA citations and formatting.
ENG.L.9-12.3b I can vary syntax for effect, consulting references for guidance as needed.
ENG.L.9-12.3c I can apply an understanding of syntax to the study of complex texts when reading.

Created by Katryna Andrusik and Maiba Carter using Common Core State Standards to make learning targets to guide instruction.

ENG.L.9-12.4 I can determine or clarify the meaning of grade level unknown and multiple-meaning words and phrases by selecting from a range of strategies.

ENG.L.9-12.4.a I can use context as a clue to the meaning of a word or phrase.

ENG.L.9-12.4.b I can identify and correctly use patterns of word changes that indicate different meanings or parts of speech.

ENG.L.9-12.4.c I can consult general and specialized print and digital reference materials to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage.

ENG.L.9-12.4.d I can verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.

ENG.L.9-12.5 I can demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.

ENG.L.9-12.5.a I can interpret figures of speech in context and analyze their role in the text.

ENG.L.9-12.5.b I can analyze nuances in the meaning of words with similar denotations.

ENG.L.9-12.6 I can independently acquire and use a college level vocabulary.

ENG.L.9-12.6.a I can accurately define and use general academic and domain-specific words and phrases sufficiently for reading, writing, speaking, and listening.

ENG.L.9-12.6.b I can independently gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.