

"I Can" Mascoma Standards Grade 11-12 ELA

I Can Read Literature

- I can cite strong and thorough textual evidence that strongly supports my inferences and analysis of the text. 11.RL.1

- I can determine when a text leaves matters uncertain. 11.RL.1-2

- I can determine two or more themes of a text. 11.RL.2-1

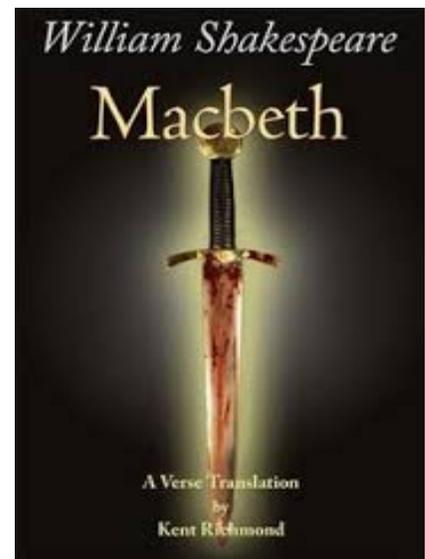
- I can analyze the development of the themes throughout the text, including how they interact or build upon each other. 11.RL.2-2

- I can give an objective summary of a text. 11.RL.2-3

- 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). 11.RL.3-1

- I can determine the figurative and connotative meaning of words and phrases based on how they are use in a text. 11.RL.4-1

- I can analyze the impact of word choice on the meaning or tone of a text. 11.RL.4-2



□ I can analyze how an author's choice about the structure of specific parts of a text relate to the overall structure and meaning of a story. 11.RL.5-1

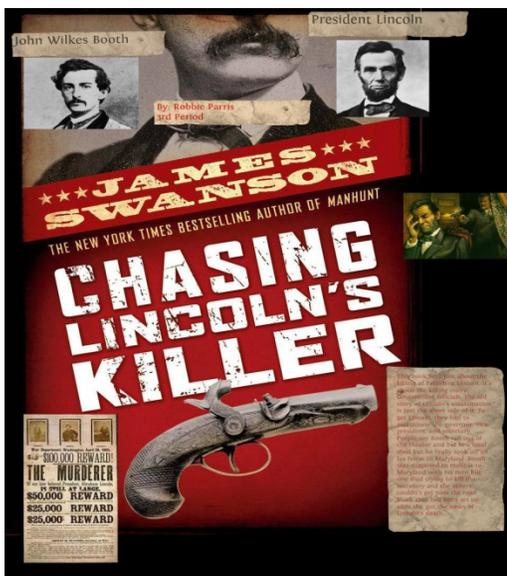
□ I can analyze a point of view or cultural experience as reflected in a work from outside the US. 11.RL.6

□ 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.). 11.RL.7

□ I can demonstrate knowledge of 18th, 19th, 20th, and 21st century American literature by comparing how two or more texts from the same period treat similar topics/themes. 11.RL.9

□ I can read and comprehend literature in the eleventh-twelfth grade span. 11.RL.10

I Can Read Informational Text



□ I can cite strong and thorough textual evidence that supports my inferences and analysis of the text. 11.RI.1-1

□ I can determine where a text leaves matters uncertain. 11.RI.1-2

□ I can determine two or more central ideas of a text. 11.RI.2-1

□ I can analyze the development of central ideas throughout a text, including how they interact and build upon each other. 11.RI.2-2

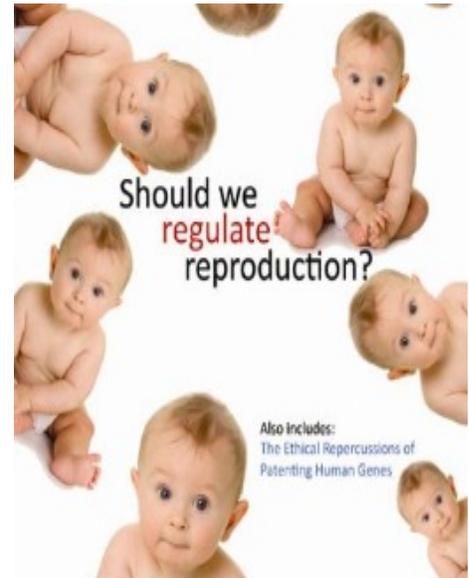
□ I can give an objective summary of a text. 11.RI.2-3

□ I can read and comprehend informational texts appropriate for the eleventh-twelfth grade span. 11.RI.10

I Can Write

□ I can write an argument 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 the claims, distinguish my claims from opposing claims, and create an organization that logically sequences claims, counterclaims, and evidence
- Develop claims and counter-claims 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 11.W.1



□ 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, include 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 11.W.2

□I can write a narrative to develop real or imagined events, using effective technique, details, and a well-structured sequence, where I:

- Set out a problem or situation, establish a 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 or outcome
- use precise words and phrases and sensory details and language to convey a vivid picture of experiences, events, settings, and characters
- provide a conclusion that follows the form and reflects on the narrated events. 11.W.3

□I can produce clear, coherent writing in which the development, organization, and style are appropriate for eleventh-twelfth grade tasks, audiences, and purposes. 11.W.4

□I can develop and strengthen my writing by planning, revising, editing and/or trying new approaches. 11.W.5-1

□I can focus on addressing the most specific needs for a purpose and audience in my writing. 11.W.5-2

□I can use technology to produce, update, and publish my work, and shared writing projects. 11.W.6-1

□I can conduct short or sustained research projects that answer a specific question or solve a problem. 11.W.7-1

I can narrow or broaden my search when appropriate. 11.W.7-2

I can synthesize multiple sources to demonstrate a thorough understanding of the subject under investigation. 11.W.7-3

I can gather information from multiple sources (print and digital) and assess the strengths and limitations of each source in terms of task, purpose and audience. 11.W.8-1

I can integrate information into a text while maintaining the flow of ideas and avoiding plagiarism. 11.W.8-2

I can follow a standard format for citation in my work. 11.W.8-3

I can use evidence from text to support analysis, reflection and research in my writing. 11.W.9-1

I can write for a range of time, tasks, purposes and audiences. 11.W.10

I Can Speak and Listen

I can prepare for a class discussion and participate by referring to my findings during the discussion. 11.SL.1a

I can work with my peers to have a civil, democratic discussion. 11.SL.1b

I can propel a conversation by posing and responding to questions that probe reasoning and evidence, verify and challenge ideas and conclusions, and promote divergent perspectives. 11.SL.1c



I can respond thoughtfully to diverse perspectives, synthesize comments, claims and evidence on all sides of an issue, resolve contradictions when possible, and determine when additional information is needed. 11.SL.1d

I can integrate multiple sources of information to make informed decisions and solve problems while evaluating the credibility and accuracy of each source. 11.SL.2

I can evaluate a speaker's point of view, reasoning or use of evidence/ rhetoric. 11.SL.3-1

I can address the stance, premises, links, word choice, points of emphasis and tone of a presentation. 11.SL.3-2

I can present information, findings, and supporting evidence with a distinct perspective showing alternate viewpoints in a way that listeners can follow the line of reasoning. 11.SL.4-1

I can present information where the organization, development, substance, and style are appropriate for the audience and a range of tasks. 11.SL.4-2

I can strategically use digital media to enhance understandings and add interest. 11.SL.5-1

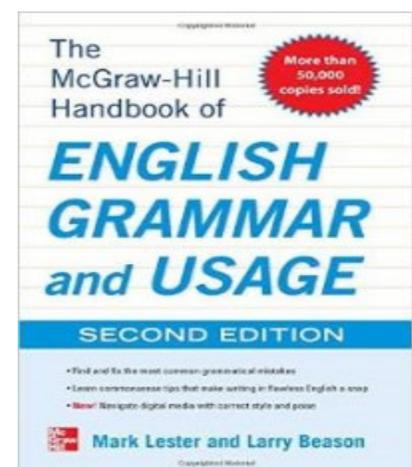
I can adapt my speech to a variety of tasks and contexts. 11.SL.6-1

I can demonstrate a command of formal English when appropriate. 11.SL.6-2

I Can Use Conventions of English

I can apply the understanding that usage is a matter of convention and can change over time. 11.L.1a

I can use a reference book to resolve issues of contested usage. 11.L.1b



I can use hyphens correctly. 11.L.2a

I can use spell correctly and consult references as needed. 11.L.2b

I can apply an understanding of syntax in writing, speaking, listening, and reading. 11.L.3

I can use context clues to figure our word meaning. 11.L.4a

I can identify and use patterns of word changes that indicate meaning or part of speech. 11.L.4b

Tier 3 Words



Tier 3 words are words that are context-bound, technical terms. These words are acquired during the learning of an academic concept. Tier 3 words are tightly interwoven into the context.

mitosis integer estuary
igneous genocide alliteration
isotope isthmus thesis
imperialism cardiovascular

*Tier 3 words
cannot be
separated
from their
context.*

I can use reference materials to determine pronunciation, meaning, part of speech, etymology or standard usage of a word. 11.L.4c

I can verify what I think a word means by looking it up. 11.L.4d

I can interpret figures of speech in context. 11.L.5a-1

I can analyze the role of a figure of speech in a specific text. 11.L.5a-2

I can analyze nuances in the meaning of words with similar denotations. 11.L.5b

I can use vocabulary appropriate to eleventh-twelfth grade topics. 11.L.6a

I can use resources to gather word knowledge when needing a word important for comprehension or expression. 11.L.6b