

9 10

SPEAKING AND LISTENING

__ I can initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues. (SL-9-10.1)

__ I can express my own ideas clearly and persuasively, while building on the ideas of others. (SL-9-10.1)

__ I can identify and use key evidence from readings, research, and other speakers in collaborative discussions.

__ I can recognize, define, set, and follow rules, roles, goals, and deadlines for decision-making (consensus, vote, etc.) and collegial discussions.

__ I can explicitly draw on relevant, prepared textual material in a collaborative discussion by probing, connecting, or reflecting on the ideas under discussion for a well-reasoned exchange of ideas.

__ I can pose and respond to questions that relate the current discussion to broader themes or larger ideas.

__ I can respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, justify my views and understanding and make new connections in light of the evidence and reasoning presented, and clarify, verify, or challenge ideas and conclusions.

__ I can actively incorporate others into collaborative discussions.

__ I can integrate multiple sources of information presented in diverse media or formats. (SL-9-10.2)

__ I can evaluate the credibility and accuracy of sources. (SL-9-10.2)

__ I can identify multiple sources of information presented in diverse media or formats on a topic, issue, concept, idea, etc.

__ I can research effectively in order to gather multiple sources of information from diverse media and formats.

Comprehension and Collaboration

__ I can evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric. (SL-9-10.3)

__ I can identify any fallacious reasoning or exaggerated or distorted evidence used by a speaker. (SL-9-10.3)

__ I can define and identify perspective, reasoning (both valid and fallacious), evidence (both relevant/sufficient and exaggerated/distorted), and rhetorical devices (parallelism, antithesis, enumeratio, litotes, etc.).

__ I can identify and understand logical, ethical, and emotional appeals and fallacies.

__ I can distinguish between logical and fallacious reasoning and sound and distorted/exaggerated evidence.

__ I can orally present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning. (SL-9-10.4)

__ I can orally present information, findings, and supporting evidence so that the organization, development, substance, and style are appropriate to the purpose, audience, and task. (SL-9-10.4)

__ I can use appropriate eye contact, adequate volume, nonverbal cues, and clear pronunciation when speaking. (SL-9-10.4)

__ I can recognize and use strategies and techniques for presenting information, findings, and supporting evidence, and organizing them clearly, concisely, and logically in oral presentations.

__ I can determine appropriate eye contact, volume, nonverbal cues, and pronunciations in diverse speaking environments.

__ I can match the organization, development, substance, and style of a speech to its purpose, audience and task.

Presentation of Knowledge and Ideas

__ I can make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL-9-10.5)

__ I can understand how to access and use the Internet, varied word processing, presentation, and communication software, digital and interactive media (graphics, images, music, sound, etc.).

__ I can determine which digital media best enhance understanding of findings, reasoning, and evidence and add interest to oral presentations.

__ I can download, save, upload, link, share, and attach textual, graphical, audio, visual, and interactive elements.

__ I can adapt speech to a variety of contexts and tasks. (SL-9-10.6)

__ I can demonstrate appropriate command of formal English when indicated or appropriate in a variety of speaking contexts. (SL-9-10.6)

__ I can identify and understand a variety of speech types, contexts, tasks, purposes, audiences, organizational strategies, developmental strategies, and delivery styles.

__ I can match content, organization, language, delivery, and style of speech to a variety of contexts, tasks, purposes, and audiences.

__ I can distinguish between formal and informal English.

__ I can demonstrate command of grade-level language standards (L.9-10.1 & 3).