



WRITING

I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.11-12.1)

- ___ I can define, identify, and use thesis statement, argument, claim, warrant, and counterclaim.
- ___ I can recognize and use strategies and techniques for introducing, organizing, and concluding arguments.
- ___ I can recognize and use strategies and techniques for introducing precise claims, establishing the significance of the claim(s), distinguishing them from opposing counterclaims, while establishing clear relationships among claims, counterclaims, reasons, and evidence through use of words, phrases, and clauses.
- ___ I can recognize and use strategies and techniques for developing claims and counterclaims fairly and thoroughly, supplying them with the most relevant evidence, and pointing out strengths and limitations for audience needs and possible biases.
- ___ I can analyze the accurateness and credibility of sources and evaluate the validity, relevance, and sufficiency of reasoning and evidence.
- ___ I can distinguish between formal and informal writing styles and use formal style in argument writing.
- ___ I can distinguish between logos, pathos, and ethos; and use logical reasoning for argument writing.
- ___ I can analyze a substantive topic/text through argument writing.
- ___ I can craft thesis statements, introductions, bodies, and conclusions for argument writing.
- ___ I can use correct MLA format for in-text citations and works cited pages.

I can write informational/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W.11-12.2)

- ___ I can define, identify, and use thesis statements, varied cohesive and appropriate transitions, precise language, domain-specific vocabulary, and literary techniques to manage the complexity of the topic, link major sections of the text, and clarify relationships among complex ideas and concepts.
- ___ I can recognize and use strategies and techniques for introducing (including previewing), organizing (with each new element building upon preceding points to create a unified whole) and concluding informative/explanatory texts that clearly and accurately examine and convey complex ideas, concepts, and information.
- ___ I can analyze the credibility and accuracy of sources and relevant content in those sources for inclusion in informative/explanatory writings.
- ___ I can distinguish between formal & informal writing styles and use formal style in informational/explanatory writing.
- ___ I can examine complex ideas, concepts, and information through informative/explanatory writing by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other examples appropriate to audience.
- ___ I can include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension of informational/explanatory texts.
- ___ I can craft thesis statements, introductions, bodies, and conclusions for informative/explanatory writing.
- ___ I can use correct MLA format formatting papers, in-text citations, and works cited pages.

I can write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (W.11-12.3)

- ___ I can define, identify, and use elements of prose (style, theme, tone . . .), elements of plot (conflict, climax, protagonist . . .), sequencing techniques (building suspense, mystery, resolution), and narrative techniques (dialogue, pacing, description, reflection, multiple plot lines, . . .) to develop experiences, events, and characters into a coherent whole.
- ___ I can define, identify, and use a variety of transitional words, phrases, and clauses to connect sequences of events, shifts in time, and changes in settings, and relationships among experiences and events.
- ___ I can define, identify, and use precise, grade-level appropriate vocabulary, sensory language, and figurative language to convey a vivid picture of the experiences, events, setting, and/or characters.
- ___ I can engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, introducing a narrator and/or characters, and creating a smooth progression of experiences or events.
- ___ I can provide a conclusion that follows from and reflects on the experiences, observations, and resolutions in the narrative.

Text Types and Purposes

I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.11-12.4)

- ___ I can identify and understand varied writing tasks, purposes, and audiences.
- ___ I can identify and understand varied methods of writing development, organization, and style.
- ___ I can determine the writing task, purpose, and audience.
- ___ I can match varied methods of development, organization, and style of writing to varied tasks purposes, and audiences.

I can develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach. (W.11-12.5)

I can focus address what is most significant for a specific purpose and audience in his/her writing. (W.11-12.5)

- ___ I can understand how to use planning templates, revising & editing techniques, and rewrites & new approaches to develop and strengthen writing.
- ___ I can analyze how syntax, paragraphing, sectioning (intros, bodies, and conclusions), grammar, style, diction, language, organizational structures, etc. contribute to the development and strength of writing.
- ___ I can determine the writing purpose and audience.
- ___ I can demonstrate command of grade-level language standards (L.11-12.1-3).

I can use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (W.11-12.6)

- ___ I can understand how to access and use the Internet, varied word processing, presentation, and communication software, & social/academic media sites for interacting/collaborating/sharing with others, presenting relationships/creating links between information and ideas, and formatting/producing/editing/publishing/presenting writing.
- ___ I can understand and use MLA formatting for page set-up, in-text citations, and works cited pages.
- ___ I can download, save, upload, attach, share, and link varied formats of files and sources.
- ___ I can determine how to change writing products based on ongoing feedback or new arguments/information.

Production and Distribution of Writing

I can conduct short and more sustained research projects to answer a teacher-given or self-generated question, narrowing or broadening the inquiry when appropriate. (W.11-12.7)

I can synthesize multiple sources on the same subject, demonstrating understanding of that subject. (W.11-12.7)

- ___ I can identify information pertinent to an inquiry gained through researching several sources.
- ___ I can determine when to narrow or broaden inquiry for research projects.
- ___ I can generate original research questions for short and more sustained research projects.
- ___ I can demonstrate proficient use of research skills.
- ___ I can craft inquiry questions.

Research to Build and Present Knowledge

I can gather relevant information from authoritative print and digital sources, using advanced searches effectively. (W.11-12.8)

I can assess the strengths and limitations of sources in terms of the task, purpose, and audience. (W.11-12.8)

I can integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source. (W.11-12.8)

I can cite bibliographic source information for in-text citations and on works cited pages using MLA format. (W.11-12.8)

- ___ I can identify and define authoritative sources, advanced searches, and plagiarism.
- ___ I can assess the relevance of information from authoritative print and digital sources.

I can draw evidence from literary or informational texts to support analysis, reflection, and research. (W.11-12.9)

- ___ I can identify evidence in literary and informational texts that supports analysis, reflection, and research.
- ___ I can analyze literary and informational texts.
- ___ I can engage in analysis, reflection, and research.

Range of Writing

I can write routinely for a range of tasks, purposes, and audiences over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two). (W.11-12.10)

- ___ I can identify tasks, purposes, and audience for shorter and extended time frame writings.
- ___ I can reflect on and revise my own writing.
- ___ I can research proficiently.
- ___ I can produce writings appropriate for shorter and extended time frames in a variety of text types.