Eleventh & Twelfth Grade Language Arts Learning Targets - Common Core

Strand	Standard Statement	Learning Target	
Reading: Literature	1	I can cite strong and thorough textual evidence that supports my inferences and analysis of the text.	RL 1-1
	1	I can determine where a text leaves matters uncertain.	RL 1-2
	2	I can determine two or more themes of a text.	RL 2-1
	2	I can analyze the development of the theme throughout a text, including how they interact or build upon each other.	RL 2-2
	2	I can give an objective summary of a text.	RL 2-3
	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.).	RL 3-1
	4	I can determine the figurative and connotative meaning of words and phrases based on how they are used in a text.	RL 4-1
	4	I can analyze the impact word choice on the meaning or tone of a text.	RL 4-2

	5	I can analyze how an author's choices about the structure of specific parts of a text relate to the overall structure and meaning.	RL 5-1
	6	I can analyze a point of view or cultural experience as reflected in a work from outside the US.	RL 6-1
	7	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.).	RL 7-1
	8	Not applicable to literature.	
	9	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.	RL 9-1
	10	I can read and comprehend literature at the eleven-twelve grade span; reading literature appropriate to my grade level and skill.	RL 10-1
Reading: Informational Text	1	I can cite strong and thorough textual evidence that supports my inferences and analysis of the text.	RI 1-1
	1	I can determine where a text leaves matters uncertain.	RI 1-2
	2	I can determine two or more ideas of a text.	RI 2-1
	2	I can analyze the development of central ideas throughout a text, including how they interact or build upon each other.	RI 2-2
	2	I can give an objective summary of the text.	RI 2-3
	3	I can analyze a complex set of ideas or sequence and explain how they interact or develop throughout the text.	RI 3-1
	4	I can determine the figurative, connotative, or technical meaning of words or phrases in a grade 11 or 12 text.	RI 4-1
	4	I can analyze how an author refines the meaning of key terms throughout the course of a	RI 4-2

		text.		
	5	I can analyze an evaluate the effectiveness of the structure an author uses in his argument.	RI 5-1
	5	I can determine whether the author's structure makes points clear, convincing, and engaging.	RI 5-2
	6	I can determine the author's point of view in a text.	RI 6-1
	6	I can determine the author's purpose for writing a text.	RI 6-2
	6	I can analyze how style and content contribute to the power, persuasiveness, and beauty of a text.	RI 6-3
	7	I can address a question or solve a problem by integrating and evaluating multiples sources of information that are presented in various media.	RI 7-1
	8	I can delineate and evaluate the reasoning in seminal US texts, including application of constitutional principles and legal reasoning.	RI 8-1
	8	I can evaluate the premises, purposes, and arguments in works of public advocacy.	RI 8-2
	9	I can analyze 17th, 18th, and 19th century foundational US documents for their themes, purposes, and rhetorical features.	RI 9-1
	10	I can read and comprehend informational text appropriate for the grade 11-12 grade span.	RI 10-1
Writing	1	I can write arguments to support claims of substantive topics or texts, using valid reasoning, relevant, and sufficient evidence, where I:	W 1-1
		a - 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,	
		b - 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,	
		c - use words, phrases, and clauses to link sections of the text, create cohesion, and clarify	
		relationships,	
		d - establish and maintain a formal style and objective tone, while attending to the norms	
		of the discipline in which they are writing, and	
		e - provide a concluding statement or section that flows from the presented argument.	
	2	I can write an informative piece, which examines and conveys complex ideas/information	W 2-1
		through effective selection, organization, and analysis of content; where I,	
		a - introduce a topic, organize complex ideas to make connections, include formatting,	
		graphics, and multimedia when useful,	
		b - use well-chosen and relevant facts, definitions, details, and quotations, or other	
		examples to develop the topic,	
		c - use appropriate, varied transitions and syntax to create cohesion and clarify relationships,	
		d - use precise language and domain-specific vocabulary (metaphor, simile, analogy) to	
		manage the complexity of the topic,	
		e - establish and maintain a formal style and objective tone while attending to the	
		conventions of the discipline, and	
		f - provide a concluding statement or section that supports the information presented.	
	3	I can write a narrative to develop real or imagined events, using effective technique, details,	W 3-1
		and well-structured sequence, where I:	
		a - set out a problem or situation, establish point of view, introduce a narrator and/or	
		characters, and create a smooth progression of events,	
		b - use dialogue, descriptions, pacing, reflection, and multiple plot lines to develop events,	
		experiences, and characters,	

		c - 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,	
		d - use precise words and phrases and sensory details and language to convey a vivid picture of experiences, events, settings, or characters, and	
		e - provide a conclusion that follows the form and reflects on the narrated events.	
	4	I can produce clear, coherent writing in which the development, organization, and style are appropriate for eleventh and twelfth grade tasks, purposes, and audiences.	W 4-1
	5	I can develop and strengthen my writing by planning, revising, editing, and/or trying new approaches.	W 5-1
	5	I can focus on addressing the most specific needs for a purpose and audience.	W 5-2
	6	I can use technology to produce, publish, and update my own work, and shared writing projects.	W 6-1
	7	I can conduct short or sustained research projects, that answer a specific question or solve a problem.	W 7-1
	7	I can narrow or broaden my search when appropriate.	W 7-2
	7	I can synthesize multiple sources on a subject and demonstrate the subject under investigation.	W 7-3
	8	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.	W 8-1
	8	I can integrate information into a text while maintaining flow of ideas and avoiding plagiarism.	W 8-2
	8	I can follow a standard format for citation in my work.	W 8-3
	9a	I can use evidence from literature to support analysis, reflection, and research in my writing.	W 9a-1
	9b	I can use evidence from informational text to support analysis, reflection, and research in	W9b-1

		my writing.	
	10	I can write for a range of time, tasks, purposes, and audiences.	W 10-1
Speaking & Listening	1a	I can prepare for a class discussion and participate by referring to my findings during discussion.	SL 1a-1
	1b	I can work with my peers to have a civil, democratic discussion.	SL 1b-1
	1c	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.	SL 1c-1
	1d	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.	SL 1d-1
	2	I can integrate multiple sources of information to make informed decisions and solve problems while evaluating the credibility and accuracy of each source.	SL 2-1
	3	I can evaluate a speaker's point of view, reasoning, or use of evidence/rhetoric.	SL 3-1
	3	I can address the stance, premises, links, word choice, points of emphasis, and tone of a presentation.	SL 3-2
	4	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.	SL 4-1
	4	I can present information where the organization, development, substance and style are appropriate for the audience and a range of tasks.	SL 4-2
	5	I can strategically use digital media to enhance understandings and add interest.	SL 5-1
	6	I can adapt my speech to a variety of tasks and contexts.	SL 6-1
	6	I can demonstrate a command of formal English when appropriate.	SL 6-2

Language	1a	I can apply the understanding that usage is a matter of convention and can change over time.	L 1a-1
	1b	I can use a reference book to resolve issues of contested usage.	L 1b-1
	2a	I can use hyphens correctly.	L 2a-1
	2b	I can spell correctly.	L 2b-1
	3a	I can apply an understanding of syntax in writing, speaking, listening, and reading.	L 3a-1
	4a	I can use context clues to figure out word meanings.	L 4a-1
	4b	I can identify and use patterns of word changes that indicate meaning/part of speech.	L 4b-1
	4c	I can use reference materials to determine pronunciation, meaning, part of speech, etymology, or standard usage of a word.	L 4c-1
	4d	I can verify what I think a word means by looking it up.	L 4d-1
	5a	I can interpret figures of speech in context.	L 5a-1
	5a	I can analyze the role of a figure of speech in a specific text.	L 5a-2
	5b	I can analyze nuances in the meaning of words with similar denotations (meanings).	L 5b-1
	6	I can use vocabulary appropriate to eleventh and twelfth grade topics.	L 6-1
	6	I can use resources to gather word knowledge when needing a word important for comprehension and/or expression.	L 6-2