

Read: Lit RL.11-12.1	I can cite strong and thorough textual evidence to support my analysis of literary text.	Read: Lit RL.11-12.1	I can draw literary inferences, citing strong and thorough textual evidence.	Read: Lit RL.11-12.1	I can determine when inferences cannot be drawn or supported by textual evidence due to text uncertainty.
Read: Lit RL.11-12.2	I can articulate two or more themes of a literary text.	Read: Lit RL.11-12.2	I can articulate two or more themes of an American Indian literary text.	Read: Lit RL.11-12.2	I can analyze the development of multiple themes over the course of a literary text.
Read: Lit RL.11-12.2	I can analyze how literary themes interact and build upon one another to produce a complex account.	Read: Lit RL.11-12.2	I can compose an objective summary of a complex literary text.	Read: Lit RL.11-12.3	I can analyze the impact of an author’s literary choices in plot development, settings and characters.
Read: Lit RL.11-12.3	I can analyze the impact of an author’s literary development of a story or drama.	Read: Lit RL.11-12.3	I can analyze the impact of an author’s literary development of an oral or written history.	Read: Lit RL.11-12.4	I can determine the meaning of words in a literary text.
Read: Lit RL.11-12.4	I can determine the meaning of phrases within a literary text.	Read: Lit RL.11-12.4	I can interpret figurative meanings in a literary text.	Read: Lit RL.11-12.4	I can interpret connotative meanings in a literary text.
Read: Lit RL.11-12.4	I can analyze the culminating impact of literary word choices.	Read: Lit RL.11-12.4	I can analyze how word choice impacts literary meaning and tone.	Read: Lit RL.11-12.4	I can analyze how words with multiple meanings enrich a literary text.
Read: Lit RL.11-12.5	I can analyze authorial choices in structuring specific parts of a literary text.	Read: Lit RL.11-12.5	I can analyze how authorial choices in structure contributes to the meaning and aesthetic impact of literary text.	Read: Lit RL.11-12.6	I can analyze how complex points of view can differ in what is directly stated and what is really meant in literary text.
Read: Lit RL.11-12.6	I can analyze the use of satire in literature.	Read: Lit RL.11-12.6	I can analyze the use of sarcasm in literature.	Read: Lit RL.11-12.6	I can analyze the use of irony in literature.
Read: Lit RL.11-12.6	I can analyze the use of understatements in literature.	Read: Lit RL.11-12.6	I can analyze how diverse cultural contexts and points of view can differ in meaning in literary texts.	Read: Lit RL.11-12.7	I can compare multiple interpretations of a story, evaluating how each version interprets the literary source text.
Read: Lit RL.11-12.7	I can compare multiple interpretations of a drama, evaluating how each version interprets the literary source text.	Read: Lit RL.11-12.7	I can compare multiple interpretations of a poem, evaluating how each version interprets the literary source text.	Read: Lit RL.11-12.7	I can compare multiple interpretations of a traditional American Indian oral history, evaluating how each version interprets the literary source text.

Read: Lit RL.11-12.9	I can compare the structure, representations and themes of 18 th century American literary texts.	Read: Lit RL.11-12.9	I can compare the structure, representations and themes of 19 th century American literary texts.	Read: Lit RL.11-12.9	I can compare the structure, representations and themes of 20 th century American literary texts.
Read: Lit RL.11-12.9	I can compare the structure, representations and themes of American Indian literary texts.	Read: Lit RL.11-12.10	I can comprehend literature with grade level proficiency.	Read: Lit RL.11-12.10	I can comprehend stories with grade level proficiency.
Read: Lit RL.11-12.10	I can comprehend dramas with grade level proficiency.	Read: Lit RL.11-12.10	I can comprehend poems with grade level proficiency.	Read: Inform RI.11-12.1	I can analyze informational text, citing strong and thorough textual evidence.
Read: Inform RI.11-12.1	I can analyze the explicit meaning of informational text, citing strong and thorough textual evidence.	Read: Inform RI.11-12.1	I can analyze the inferred meaning of informational text, citing strong and thorough textual evidence.	Read: Inform RI.11-12.1	I can determine when informational text cannot be clearly analyzed, due to uncertainties in the text.
Read: Inform RI.11-12.2	I can articulate two or more themes of an informational text.	Read: Inform RI.11-12.2	I can analyze the development of multiple themes over the course of an informational text.	Read: Inform RI.11-12.2	I can analyze how multiple themes within an informational text interact and build upon one another, increasing topic complexity.
Read: Inform RI.11-12.2	I can compose an objective summary of an informational text.	Read: Inform RI.11-12.3	I can analyze the development of a complex set of ideas in an informational text.	Read: Inform RI.11-12.2	I can analyze the development of a complex sequence of events in an informational text.
Read: Inform RI.11-12.3	I can explain how specific individuals interact and develop over the course of an informational text.	Read: Inform RI.11-12.3	I can explain how specific ideas interact and develop over the course of an informational text.	Read: Inform RI.11-12.3	I can explain how specific cultures interact and develop over the course of an informational text.
Read: Inform RI.11-12.3	I can explain how specific events interact and develop over the course of an informational text.	Read: Inform RI.11-12.4	I can determine the meaning of words and phrases as they are used in an informational text.	Read: Inform RI.11-12.4	I can interpret figurative meanings in an informational text, including how the author refines meaning over the course of the text.
Read: Inform RI.11-12.4	I can interpret connotative meanings in an informational text, including how the author refines meaning over the course of the text.	Read: Inform RI.11-12.4	I can interpret technical meanings in an informational text, including how the author refines meaning over the course of the text.	Read: Inform RI.11-12.4	I can investigate how an author refines meaning of key terms over the course of an informational text.
Read: Inform RI.11-12.5	I can analyze the effectiveness of an author’s structure in an informational exposition.	Read: Inform RI.11-12.5	I can analyze the effectiveness of an author’s structure in an informational argument.	Read: Inform RI.11-12.5	I can evaluate the clarity of an author’s informational writing.

Read: Inform RI.11-12.5	I can evaluate the persuasiveness of an author’s informational writing.	Read: Inform RI.11-12.5	I can evaluate the level of engagement inspired by an author’s informational writing.	Read: Inform RI.11-12.6	I can analyze the authorial point of view presented in informational texts characterized by strong rhetoric.
Read: Inform RI.11-12.6	I can analyze the authorial point of view presented in informational texts by Montana American Indians and characterized by strong rhetoric.	Read: Inform RI.11-12.6	I can analyze how an author’s writing style and informational content establishes powerful rhetoric.	Read: Inform RI.11-12.6	I can analyze how an author’s writing style and informational content establishes persuasive rhetoric.
Read: Inform RI.11-12.6	I can analyze how an author’s writing style and informational content establishes beautiful rhetoric.	Read: Inform RI.11-12.7	I can integrate multiple sources of information presented in different media or formats with writing in order to address a question.	Read: Inform RI.11-12.7	I can integrate multiple sources of information presented in different media or formats with writing in order to solve a problem.
Read: Inform RI.11-12.7	I can evaluate multiple sources of information presented in different media or formats with writing in order to address a question.	Read: Inform RI.11-12.7	I can evaluate multiple sources of information presented in different media or formats with writing in order to solve a problem.	Read: Inform RI.11-12.8	I can evaluate the reasoning in seminal U.S. texts.
Read: Inform RI.11-12.8	I can evaluate the reasoning in seminal U.S. texts that dealt with American Indians.	Read: Inform RI.11-12.8	I can evaluate the reasoning in seminal U.S. texts that apply constitutional principles.	Read: Inform RI.11-12.8	I can evaluate the reasoning in seminal U.S. texts that apply legal reasoning
Read: Inform RI.11-12.8	I can evaluate the reasoning in seminal U.S. texts that address premises, purposes, and arguments of public advocacy.	Read: Inform RI.11-12.9	I can analyze 17 th century foundational U.S. documents of historical and literary significance for themes, purpose and notable rhetoric.	Read: Inform RI.11-12.9	I can analyze 18 th century foundational U.S. documents of historical and literary significance for themes, purpose and notable rhetoric.
Read: Inform RI.11-12.9	I can analyze 19 th century foundational U.S. documents of historical and literary significance for themes, purpose and notable rhetoric.	Read: Inform RI.11-12.10	I can comprehend literary nonfiction with grade level proficiency.	Writing W.11-12.1	I can write arguments to support claims made in my analysis of substantive topics or texts.
Writing W.11-12.1	I can write arguments to support claims made in my analysis of culturally diverse topics or texts.	Writing W.11-12.1	I can write arguments to support my claims using valid reasoning and relevant, sufficient evidence.	Writing W.11-12.1a	I can present precise, knowledgeable claims in my writing.
Writing W.11-12.1a	I can establish the significance of my claims in writing.	Writing W.11-12.1a	I can distinguish my presented claim from other alternate or opposing claims.	Writing W.11-12.1a	I can structure writing to clearly present the relationships between my claims and valid counterclaims.
Writing W.11-12.1a	I can structure writing to clearly present the relationships between my claims, reasons, and evidence.	Writing W.11-12.1b	I can develop claims and counterclaims fairly, supporting each with relevant evidence.	Writing W.11-12.1b	I can present the strengths and limitations of claims and counterclaims.

Writing W.11-12.1b	I can present claims and counterclaims in a manner that anticipates the audience’s knowledge level.	Writing W.11-12.1b	I can present claims and counterclaims in a manner that anticipates the audience’s concerns.	Writing W.11-12.1b	I can present claims and counterclaims in a manner that anticipates the audience’s values.
Writing W.11-12.1b	I can present claims and counterclaims in a manner that anticipates the audience’s possible biases.	Writing W.11-12.1c	I can use words, phrases and clauses to effectively link major sections of my text.	Writing W.11-12.1c	I can use varied syntax to effectively link major sections of my text.
Writing W.11-12.1c	I can use words, phrases and clauses to build cohesion in my claims and counterclaims.	Writing W.11-12.1c	I can use varied syntax to build cohesion in my claims and counterclaims.	Writing W.11-12.1c	I can use words, phrases and clauses to clarify the relationships between my claims and reasons, as well as between my reasons and evidence.
Writing W.11-12.1c	I can use varied syntax to clarify the relationships between my claims and reasons, as well as between my reasons and evidence.	Writing W.11-12.1d	I can establish and maintain a formal style appropriate for the norms and conventions of the discipline in which I am writing.	Writing W.11-12.1d	I can establish and maintain an objective tone appropriate for the norms and conventions of the discipline in which I am writing.
Writing W.11-12.1e	I can construct a conclusion that follows and supports the argument I have presented.	Writing W.11-12.2	I can write informative pieces to examine and convey complex ideas, concepts and information.	Writing W.11-12.2	I can write explanatory pieces to examine and convey complex ideas, concepts and information.
Writing W.11-12.2	I can write informative pieces with effective selection, organization and content analysis.	Writing W.11-12.2	I can write explanatory pieces with effective selection, organization and content analysis.	Writing W.11-12.2a	I can introduce a topic by organizing complex ideas, concepts and information so elements build upon one another.
Writing W.11-12.2a	I can appropriately format a paper according to an assigned style to support reader comprehension.	Writing W.11-12.2a	I can integrate graphics into my written products to support reader comprehension.	Writing W.11-12.2a	I can integrate multimedia materials into my written products to support reader comprehension.
Writing W.11-12.2b	I can develop a topic by selecting relevant and significant facts to support audience’s knowledge of the topic.	Writing W.11-12.2b	I can develop a topic by selecting extended definitions to support audience’s knowledge of the topic.	Writing W.11-12.2b	I can develop a topic by selecting concrete details to support audience’s knowledge of the topic.
Writing W.11-12.2b	I can develop a topic by selecting effective quotations to support audience’s knowledge of the topic.	Writing W.11-12.2c	I can use appropriate and varied transitions to link sections of my writing and build cohesion in the topic.	Writing W.11-12.2c	I can use appropriate and varied syntax to link sections of my writing and build cohesion in the topic.
Writing W.11-12.2c	I can use appropriate and varied transitions to clarify the relationships among complex ideas and concepts.	Writing W.11-12.2c	I can use appropriate and varied syntax to clarify the relationships among complex ideas and concepts.	Writing W.11-12.2d	I can integrate precise language to manage the complexity of my writing topic.

Writing W.11-12.2d	I can integrate domain-specific vocabulary to manage the complexity of my writing topic.	Writing W.11-12.2d	I can integrate literary devices and techniques to manage the complexity of my writing topic.	Writing W.11-12.2e	I can establish and maintain a formal style appropriate for the discipline in which I am writing.
Writing W.11-12.2e	I can establish and maintain an objective tone appropriate for the discipline in which I am writing.	Writing W.11-12.2f	I can construct a concluding section that follows and supports the information I have presented.	Writing W.11-12.3	I can develop narratives of real experiences or events using well-chosen details.
Writing W.11-12.3	I can develop narratives of real experiences or events using well-structured event sequences.	Writing W.11-12.3	I can develop narratives of imagined experiences or events using well-chosen details.	Writing W.11-12.3	I can develop narratives of imagined experiences or events using well-structured event sequences.
Writing W.11-12.3a	I can engage and orient readers by setting out a problem in my narrative writing.	Writing W.11-12.3a	I can engage and orient readers by setting out a situation in my narrative writing.	Writing W.11-12.3a	I can engage and orient readers by setting out an observation and its significance in my narrative writing.
Writing W.11-12.3a	I can engage and orient readers by establishing one point of view in my narrative writing.	Writing W.11-12.3a	I can engage and orient readers by establishing multiple points of view in my narrative writing.	Writing W.11-12.3a	I can engage and orient readers by introducing a narrator and characters in my narrative writing.
Writing W.11-12.3a	I can engage and orient readers by creating a smooth progression of experiences or events in my narrative writing.	Writing W.11-12.3b	I can use the narrative technique of dialogue in my narrative writing.	Writing W.11-12.3b	I can use the narrative technique of pacing in my narrative writing.
Writing W.11-12.3b	I can use the narrative technique of description in my narrative writing.	Writing W.11-12.3b	I can use the narrative technique of reflection in my narrative writing.	Writing W.11-12.3b	I can use the narrative technique of multiple plot lines in my narrative writing.
Writing W.11-12.3b	I can use varied narrative techniques to develop experiences in my narrative writing.	Writing W.11-12.3b	I can use varied narrative techniques to develop events in my narrative writing.	Writing W.11-12.3b	I can use varied narrative techniques to develop characters in my narrative writing.
Writing W.11-12.3c	I can use varied narrative techniques to sequence events within my narratives so they build on one another to create a coherent whole.	Writing W.11-12.3c	I can use varied narrative techniques to sequence events within my narratives so they build toward a particular tone and outcome.	Writing W.11-12.3d	I can use precise words and phrases in my narrative writing to convey a vivid picture of my experiences and events.
Writing W.11-12.3d	I can use precise words and phrases in my narrative writing to convey a vivid picture of the setting of my narrative.	Writing W.11-12.3d	I can use precise words and phrases in my narrative writing to convey a vivid picture of the characters in my narrative.	Writing W.11-12.3d	I can use telling details in my narrative writing to convey a vivid picture of my experiences and events.

Writing W.11-12.3d	I can use telling details in my narrative writing to convey a vivid picture of the setting of my narrative.	Writing W.11-12.3d	I can use telling details in my narrative writing to convey a vivid picture of the characters in my narrative.	Writing W.11-12.3d	I can use sensory language in my narrative writing to convey a vivid picture of my experiences and events.
Writing W.11-12.3d	I can use sensory language in my narrative writing to convey a vivid picture of the setting of my narrative.	Writing W.11-12.3d	I can use sensory details in my narrative writing to convey a vivid picture of the characters in my narrative.	Writing W.11-12.3e	I can provide a conclusion in my narrative that follows from and reflects on what is experienced over the course of the narrative.
Writing W.11-12.3e	I can provide a conclusion in my narrative that follows from and reflects on what is observed over the course of the narrative.	Writing W.11-12.3e	I can provide a conclusion in my narrative that follows from and reflects on what is resolved over the course of the narrative.	Writing W.11-12.4	I can produce clear and coherent writing with development, organization, and style that are appropriate to an assigned task.
Writing W.11-12.4	I can produce clear and coherent writing with development, organization, and style that are appropriate to an assigned purpose.	Writing W.11-12.4	I can produce clear and coherent writing with development, organization, and style that are appropriate to an assigned audience.	Writing W.11-12.5	I can develop and strengthen my writing by planning, revising, editing, and rewriting my written pieces.
Writing W.11-12.5	I can develop and strengthen my writing by trying a new approach in my written pieces.	Writing W.11-12.5	I can develop and strengthen my writing by focusing on addressing what is the most significant for a specific purpose.	Writing W.11-12.5	I can develop and strengthen my writing by focusing on addressing what is the most significant for a specific audience.
Writing W.11-12.6	I can use technology, including the Internet, to produce, publish, and update individual written products in response to ongoing feedback.	Writing W.11-12.6	I can use technology, including the Internet, to produce, publish, and update individual written products to include new arguments.	Writing W.11-12.6	I can use technology, including the Internet, to produce, publish, and update individual written products to include new information.
Writing W.11-12.6	I can use technology, including the Internet, to produce, publish, and update shared written products in response to ongoing feedback.	Writing W.11-12.6	I can use technology, including the Internet, to produce, publish, and update shared written products to include new arguments.	Writing W.11-12.6	I can use technology, including the Internet, to produce, publish, and update shared written products to include new information.
Writing W.11-12.7	I can conduct short research projects to answer a research question, demonstrating my understanding of the subject under investigation.	Writing W.11-12.7	I can conduct short research projects to solve a problem, demonstrating my understanding of the subject under investigation.	Writing W.11-12.7	I can conduct short research projects to answer a self-generated research question, demonstrating my understanding of the subject under investigation.
Writing W.11-12.7	I can conduct short research projects and narrow or broaden the inquiry when appropriate, demonstrating my understanding of the subject under investigation.	Writing W.11-12.7	I can conduct short research projects by synthesizing multiple sources on the subject, demonstrating my understanding of the subject under investigation.	Writing W.11-12.7	I can conduct sustained research projects to answer a research question, demonstrating my understanding of the subject under investigation.
Writing W.11-12.7	I can conduct sustained research projects to solve a problem, demonstrating my understanding of the subject under investigation.	Writing W.11-12.7	I can conduct sustained research projects to answer a self-generated research question, demonstrating my understanding of the subject under investigation.	Writing W.11-12.7	I can conduct sustained research projects and narrow or broaden the inquiry when appropriate, demonstrating my understanding of the subject under investigation.

Writing W.11-12.7	I can conduct sustained research projects by synthesizing multiple sources on the subject, demonstrating my understanding of the subject under investigation.	Writing W.11-12.8	I can gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively.	Writing W.11-12.8	I can assess the strengths and limitations of each research source in terms of the assigned task.
Writing W.11-12.8	I can assess the strengths and limitations of each research source in terms of the assigned purpose.	Writing W.11-12.8	I can assess the strengths and limitations of each research source in terms of the assigned audience.	Writing W.11-12.8	I can integrate information into the text selectively to maintain the flow of ideas.
Writing W.11-12.8	I can integrate information into the text selectively, avoiding plagiarism.	Writing W.11-12.8	I can integrate information into the text selectively, avoiding overreliance on any one source.	Writing W.11-12.8	I can integrate information into the text selectively, following a standards format for citation.
Writing W.11-12.9	I can draw evidence from literary texts to support analysis.	Writing W.11-12.9	I can draw evidence from literary texts to support reflection.	Writing W.11-12.9	I can draw evidence from literary texts to support research.
Writing W.11-12.9	I can draw evidence from literary texts by and about American Indians to support analysis.	Writing W.11-12.9	I can draw evidence from literary texts by and about American Indians to support reflection.	Writing W.11-12.9	I can draw evidence from literary texts by and about American Indians to support research.
Writing W.11-12.9	I can draw evidence from informational texts to support analysis.	Writing W.11-12.9	I can draw evidence from informational texts to support reflection.	Writing W.11-12.9	I can draw evidence from informational texts to support research.
Writing W.11-12.9	I can draw evidence from informational texts by and about American Indians to support analysis.	Writing W.11-12.9	I can draw evidence from informational texts by and about American Indians to support reflection.	Writing W.11-12.9	I can draw evidence from informational texts by and about American Indians to support reflection.
Writing W.11-12.9a	I can research ways authors of grade level literary texts draw upon foundational works of American literature.	Writing W.11-12.9a	I can research ways authors of grade level literary texts draw upon multiple foundational works of American literature from the same time period.	Writing W.11-12.9a	I can research and compare how multiple foundational works of American literature from the same period treat similar themes.
Writing W.11-12.9a	I can research and compare how multiple foundational works of American literature from the same period treat similar topics.	Writing W.11-12.9b	I can research ways authors of grade level literary nonfiction draw upon seminal U.S. texts.	Writing W.11-12.9b	I can research ways authors of grade level literary nonfiction draw upon seminal U.S. texts to construct premises of public advocacy.
Writing W.11-12.9b	I can research ways authors of grade level literary nonfiction draw upon seminal U.S. texts to construct purposes of public advocacy.	Writing W.11-12.9b	I can research ways authors of grade level literary nonfiction draw upon seminal U.S. texts to construct arguments of public advocacy.	Writing W.11-12.9b	I can research ways authors of grade level literary nonfiction draw upon seminal U.S. texts that apply constitutional principles.

Writing W.11-12.9b	I can research ways authors of grade level literary nonfiction draw upon seminal U.S. texts that use legal reasoning.	Writing W.11-12.10	I can write routinely over extended time frames to complete research, reflection, and revision of my written pieces.	Writing W.11-12.10	I can write routinely over short time frames to complete research, reflection, and revision of my written pieces.
Writing W.11-12.10	I can write routinely over extended time frames for a range of tasks.	Writing W.11-12.10	I can write routinely over extended time frames for a range of purposes.	Writing W.11-12.10	I can write routinely over extended time frames for a range of audiences.
Writing W.11-12.10	I can write routinely over short time frames for a range of tasks.	Writing W.11-12.10	I can write routinely over short time frames for a range of purposes.	Writing W.11-12.10	I can write routinely over short time frames for a range of audiences.
Speak-Listen SL.11-12.1	I can initiate and participate effectively in a range of collaborative discussions.	Speak-Listen SL.11-12.1	I can initiate and participate effectively in a range of collaborative one-on-one discussions.	Speak-Listen SL.11-12.1	I can initiate and participate effectively in a range of collaborative group discussions.
Speak-Listen SL.11-12.1	I can initiate and participate effectively in a range of collaborative teacher-led discussions.	Speak-Listen SL.11-12.1	I can initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others' ideas.	Speak-Listen SL.11-12.1	I can initiate and participate effectively in a range of collaborative discussions with diverse partners, expressing my own ideas clearly and persuasively.
Speak-Listen SL.11-12.1a	I can adequately prepare for collaborative discussions by reading and researching material under study.	Speak-Listen SL.11-12.1a	I can demonstrate my discussion preparation by referring to evidence from texts and other research on the assigned topic or issue.	Speak-Listen SL.11-12.1a	I can demonstrate my discussion preparation by contributing to the thoughtful, well-reasoned exchange of ideas.
Speak-Listen SL.11-12.1b	I can collaboratively work with peers to promote civil, democratic discussions.	Speak-Listen SL.11-12.1b	I can collaboratively work with peers to promote civil, democratic decision-making.	Speak-Listen SL.11-12.1b	I can collaboratively work with peers to set clear goals and deadlines.
Speak-Listen SL.11-12.1b	I can collaboratively work with peers to establish individual roles and responsibilities when needed.	Speak-Listen SL.11-12.1c	I can propel conversations by posing questions that probe reasoning and evidence to ensure a full range of positions on the topic or issue are discussed.	Speak-Listen SL.11-12.1c	I can propel conversations by responding to questions that probe reasoning and evidence to ensure a full range of positions on the topic or issue are discussed.
Speak-Listen SL.11-12.1c	I can propel conversations by posing questions that probe reasoning and evidence to clarify ideas and conclusions.	Speak-Listen SL.11-12.1c	I can propel conversations by posing questions that probe reasoning and evidence to verify ideas and conclusions.	Speak-Listen SL.11-12.1c	I can propel conversations by posing questions that probe reasoning and evidence to challenge ideas and conclusions.
Speak-Listen SL.11-12.1c	I can propel conversations by responding to questions that probe reasoning and evidence to clarify ideas and conclusions.	Speak-Listen SL.11-12.1c	I can propel conversations by responding to questions that probe reasoning and evidence to verify ideas and conclusions.	Speak-Listen SL.11-12.1c	I can propel conversations by responding to questions that probe reasoning and evidence to challenge ideas and conclusions.

Speak-Listen SL.11-12.1c	I can propel conversations by posing questions that promote divergent and creative perspectives.	Speak-Listen SL.11-12.1c	I can propel conversations by responding to questions that promote divergent and creative perspectives.	Speak-Listen SL.11-12.1d	I can respond thoughtfully to diverse perspectives.
Speak-Listen SL.11-12.1d	I can respond thoughtfully to diverse perspectives, paying specific attention to culture.	Speak-Listen SL.11-12.1d	I can respond thoughtfully to diverse perspectives by synthesizing comments made on all sides of an issue.	Speak-Listen SL.11-12.1d	I can respond thoughtfully to diverse perspectives by synthesizing claims made on all sides of an issue.
Speak-Listen SL.11-12.1d	I can respond thoughtfully to diverse perspectives by synthesizing evidence presented on all sides of an issue.	Speak-Listen SL.11-12.1d	I can respond thoughtfully to diverse perspectives to resolve contradictions when possible.	Speak-Listen SL.11-12.1d	I can respond thoughtfully to diverse perspectives to determine what additional information or research is needed to deepen an investigation.
Speak-Listen SL.11-12.1d	I can respond thoughtfully to diverse perspectives to determine what additional information or research is needed to complete a task.	Speak-Listen SL.11-12.2	I can integrate multiple sources of information found in diverse print and media formats into my presentations	Speak-Listen SL.11-12.2	I can use multiple sources of information found in diverse print and media formats to make informed decisions related to my presentations.
Speak-Listen SL.11-12.2	I can use multiple sources of information found in diverse print and media formats to solve problems related to my presentations.	Speak-Listen SL.11-12.2	I can evaluate the credibility and accuracy of diverse print and media formats used in my presentations.	Speak-Listen SL.11-12.2	I can noting any discrepancies among the data found in the diverse print and media formats used in my presentations.
Speak-Listen SL.11-12.3	I can evaluate a speaker’s point of view to assess the speaker’s stance, premises, and links among ideas.	Speak-Listen SL.11-12.3	I can evaluate a speaker’s reasoning to assess the speaker’s stance, premises, and links among ideas.	Speak-Listen SL.11-12.3	I can evaluate a speaker’s use of evidence to assess the speaker’s stance, premises, and links among ideas.
Speak-Listen SL.11-12.3	I can evaluate a speaker’s use of rhetoric to assess the speaker’s stance, premises, and links among ideas.	Speak-Listen SL.11-12.3	I can evaluate a speaker’s relation to culturally diverse contexts to assess the speaker’s stance, premises, and links among ideas.	Speak-Listen SL.11-12.3	I can evaluate a speaker’s point of view to assess the speaker’s word choice, points of emphasis, and tone.
Speak-Listen SL.11-12.3	I can evaluate a speaker’s reasoning to assess the speaker’s word choice, points of emphasis, and tone.	Speak-Listen SL.11-12.3	I can evaluate a speaker’s use of evidence to assess the speaker’s word choice, points of emphasis, and tone.	Speak-Listen SL.11-12.3	I can evaluate a speaker’s use of rhetoric to assess the speaker’s word choice, points of emphasis, and tone.
Speak-Listen SL.11-12.3	I can evaluate a speaker’s relation to culturally diverse contexts to assess the speaker’s word choice, points of emphasis, and tone.	Speak-Listen SL.11-12.4	I can present information, findings, and supporting evidence that conveys a clear and distinct perspective.	Speak-Listen SL.11-12.4	I can present information, findings, and supporting evidence according to a line of reasoning that listeners are able to follow.
Speak-Listen SL.11-12.4	I can present information, findings, and supporting evidence that addresses alternative or opposing perspectives.	Speak-Listen SL.11-12.4	I can present information, findings, and supporting evidence with appropriate organization, development, substance, and style.	Speak-Listen SL.11-12.4	I can speak in styles appropriate for a selected purpose.

Speak-Listen SL.11-12.4	I can speak in styles appropriate for a selected audience.	Speak-Listen SL.11-12.4	I can speak in styles appropriate for a range of formal tasks.	Speak-Listen SL.11-12.4	I can speak in styles appropriate for a range of informal tasks.
Speak-Listen SL.11-12.5	I can make strategic use of digital media in presentations to enhance understanding of my findings.	Speak-Listen SL.11-12.5	I can make strategic use of digital media in presentations to enhance understanding of my reasoning.	Speak-Listen SL.11-12.5	I can make strategic use of digital media in presentations to enhance interest in my presentation.
Speak-Listen SL.11-12.6	I can adapt my speeches to a variety of contexts.	Speak-Listen SL.11-12.6	I can adapt my speeches to a variety of tasks	Speak-Listen SL.11-12.6	I can demonstrate mastery of formal English in speaking.
Language .11-12.1	I can demonstrate command of the conventions of standard English grammar and usage when writing.	Language .11-12.1	I can demonstrate command of the conventions of standard English grammar and usage when speaking.	Language .11-12.1a	I can demonstrate my understanding that usage is a matter of convention, which can change over time.
Language .11-12.1a	I can demonstrate my understanding that usage is a matter of convention, which is sometimes contested.	Language .11-12.1b	I can resolve issues of complex usage, consulting references as needed.	Language .11-12.1b	I can resolve issues of contested usage, consulting references as needed.
Language .11-12.2	I can demonstrate command of the conventions of standard English capitalization when writing.	Language .11-12.2	I can demonstrate command of the conventions of standard English punctuation when writing.	Language .11-12.2	I can demonstrate command of the conventions of standard English spelling when writing.
Language .11-12.2.a	I can use hyphens correctly.	Language .11-12.2.b	I can spell correctly	Language .11-12.3	I can demonstrate an understanding of how language meaning and style function differently in various contexts.
Language .11-12.3	I can make effective language choices to impact the meaning and style of my writing.	Language .11-12.3	I can apply my knowledge of language to improve my comprehension when reading.	Language .11-12.3	I can apply my knowledge of language to improve my comprehension when listening.
Language .11-12.3.a	I can vary syntax for effect, consulting references for guidance as needed.	Language .11-12.3.a	I can apply my understanding of syntax to the study of complex texts when reading.	Language .11-12.4	I can use a range of strategies to determine the meaning of unknown words and phrases.
Language .11-12.4	I can use a range of strategies to clarify the meaning of multiple-meaning words and phrases.	Language .11-12.4	I can use a range of strategies to determine the meaning of unknown words and phrases.	Language .11-12.4	I can investigate the role culture plays in the development of language and word meanings.

Language .11-12.4.a	I can use context clues to determine the meaning of a word or phrase.	Language .11-12.4.b	I can correctly transform a word into other parts of speech or related words.	Language .11-12.4.b	I can trace root word transformations in order to understand word meanings and patterns.
Language .11-12.4.c	I can consult general and specialized reference materials in print and digital formats to clarify word meanings.	Language .11-12.4.c	I can consult general and specialized reference materials in print and digital formats to clarify word pronunciations.	Language .11-12.4.c	I can consult general and specialized reference materials in print and digital formats to clarify the part of speech of a word.
Language .11-12.4.c	I can consult general and specialized reference materials in print and digital formats to clarify standard usage of a word.	Language .11-12.4.c	I can consult general and specialized reference materials in print and digital formats to clarify word etymology.	Language .11-12.4.d	I can verify my preliminary determination of a word meaning by using vocabulary strategies and resources.
Language .11-12.5	I can analyze and interpret figurative language.	Language .11-12.5	I can analyze and interpret word relationships.	Language .11-12.5	I can investigate the nuances of word meanings.
Language .11-12.5.a	I can interpret figures of speech in context and analyze the role these expressions play in the text.	Language .11-12.5.a	I can interpret hyperboles found in text and analyze the impact they have on the text.	Language .11-12.5.a	I can interpret a paradox found in text and analyze the impact it has on the text.
Language .11-12.5.b	I can analyze nuances in the meaning of words with similar denotative meanings.	Language .11-12.6	I can develop an academic vocabulary sufficient for reading, writing, speaking and listening at the college and career readiness level.	Language .11-12.6	I can develop a domain-specific vocabulary sufficient for reading, writing, speaking and listening at the college and career readiness level.
Language .11-12.6	I can demonstrate the ability to independently expand my vocabulary as needed for content comprehension.				