|  |  |  |
| --- | --- | --- |
| **Learning Target** | **Strength** | **Weakness** |
| **Reading** |  |  |
| I can cite text-based evidence that provides the strongest support for my analysis of the text. |  |  |
| I can determine a text’s theme or central idea. |  |  |
| I can write an objective summary of the text. |  |  |
| I can show how elements of plot develop over the course of a literary text. |  |  |
| I can show how dialogue and events reveal aspects of characters or provoke action. |  |  |
| I can determine the meaning of words and phrases (figurative, connotative, and technical meanings). |  |  |
| I can analyze the impact of word choice on meaning and tone. |  |  |
| I can analyze how different structures impact meaning and style of text. |  |  |
| I can analyze how difference in points of view between characters and audience create effects in writing (suspense, humor). |  |  |
| I can analyze the extent to which a filmed production follows the text and evaluate choices made by directors or actors. |  |  |
| **Writing** |  |  |
| I can write arguments to support claims with clear reasons and relevant evidence. |  |  |
| I can introduce claims, showing opposing arguments. |  |  |
| I can organize my reasons and evidence logically. |  |  |
| I can use transition words and phrases to write clearly and show relationships between counterclaims, reasons, and evidence. |  |  |
| I can use third person and write formally. |  |  |
| I can provide a conclusion that supports my argument. |  |  |
| **Language** |  |  |
| I can use correct grammar and usage when writing. |  |  |
| I can correct capitalization, punctuation, and spelling to send a clear message to my reader. |  |  |
| I can intentionally used verbs in active and passive voice and in the condition and subjunctive mood. |  |  |
| I can use a variety of strategies to determine the meaning of unknown words or phrases. |  |  |
| I can analyze figurative language, word relationships, and nuances in word meanings. |  |  |
| I can accurately use academic vocabulary to express my ideas. |  |  |
| **Learning Target** | **Work Examples** | **Work Examples** |
| **Reading** |  |  |
| I can cite text-based evidence that provides the strongest support for my analysis of the text. |  |  |
| I can determine a text’s theme or central idea. |  |  |
| I can write an objective summary of the text. |  |  |
| I can show how elements of plot develop over the course of a literary text. |  |  |
| I can show how dialogue and events reveal aspects of characters or provoke action. |  |  |
| I can determine the meaning of words and phrases (figurative, connotative, and technical meanings). |  |  |
| I can analyze the impact of word choice on meaning and tone. |  |  |
| I can analyze how different structures impact meaning and style of text. |  |  |
| I can analyze how difference in points of view between characters and audience create effects in writing (suspense, humor). |  |  |
| I can analyze the extent to which a filmed production follows the text and evaluate choices made by directors or actors. |  |  |
| **Writing** |  |  |
| I can write arguments to support claims with clear reasons and relevant evidence. |  |  |
| I can introduce claims, showing opposing arguments. |  |  |
| I can organize my reasons and evidence logically. |  |  |
| I can use transition words and phrases to write clearly and show relationships between counterclaims, reasons, and evidence. |  |  |
| I can use third person and write formally. |  |  |
| I can provide a conclusion that supports my argument. |  |  |
| **Language** |  |  |
| I can use correct grammar and usage when writing. |  |  |
| I can correct capitalization, punctuation, and spelling to send a clear message to my reader. |  |  |
| I can intentionally used verbs in active and passive voice and in the condition and subjunctive mood. |  |  |
| I can use a variety of strategies to determine the meaning of unknown words or phrases. |  |  |
| I can analyze figurative language, word relationships, and nuances in word meanings. |  |  |
| I can accurately use academic vocabulary to express my ideas. |  |  |