



Critical Proficiency-Reading

I can comprehend, interpret, analyze, and evaluate complex literary and informational texts.

Priority Performance Indicators

Evidence:

- I can read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text, analysis, reflection, and/or research.

Analysis:

- I can summarize a text, including key supporting details; determine a central idea or theme; and analyze the development or interaction of individuals, events, or ideas.

Craft:

- I can analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole; assess how point of view or purpose shapes the content and style of a text.

Critical Proficiency-Writing

I can craft clear and coherent writing for a range of tasks, audiences, and purposes.

Priority Performance Indicators

Narrative:

- I can write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured events and sequences.

Argument:

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

Expository:

- I can write expository texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Writing Process

- I can develop and strengthen writing as needed by planning, revising, editing and varying the approach.

Critical Proficiency- Speaking & Listening

I can participate effectively in a range of discussions, collaborations, and presentations.

Priority Performance Indicators
<p>Collaboration</p> <ul style="list-style-type: none"> I can prepare for and participate effectively in a range of conversations and collaborations with diverse partners, listening to and building on others' ideas and expressing their own clearly and persuasively; consider varied perspectives and recognize opportunities for further inquiry.
<p>Comprehension and Evaluation:</p> <ul style="list-style-type: none"> I can listen to understand and integrate information presented in diverse media and formats, including visually, quantitatively, and orally; evaluate a speaker's point of view, argument, reasoning, and/or use of evidence and rhetoric.
<p>Presentation:</p> <ul style="list-style-type: none"> I can present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, medium, and style are appropriate to task, purpose, and audience.

Critical Proficiency- Language

I can demonstrate command of the conventions of English, effective language use, and vocabulary appropriate to a range of tasks.

Priority Performance Indicators
<p>Conventions:</p> <ul style="list-style-type: none"> I can demonstrate command of the conventions of standard English grammar, usage, and mechanics.
<p>Knowledge of Language:</p> <ul style="list-style-type: none"> I can apply and demonstrate linguistic knowledge, including figurative language, word relationships, and nuances in meaning. I can understand the function of language in different contexts and make effective choices for meaning and/or style.
<p>Vocabulary:</p> <ul style="list-style-type: none"> I can demonstrate independent acquisition and use of general and domain-specific words and phrases sufficient for reading, writing, speaking, and listening.



Content Area: English Language Arts

Grades 9-12