

Spanish Fork High School

English Department

14-15 Learning Targets for 11th Grade

Term 1

- I can define words and phrases that have figurative meanings.
- I can interpret and analyze the role of metaphor (including analogy and satire) in the context of a text.
- I can use varied syntax and figurative language in my writing.
- I can present a problem, situation, or observation in an original piece of narrative writing.
- I can introduce a narrator and characters in an original piece of narrative writing.
- I can establish one or multiple points of view in an original piece of narrative writing.
- I can use multiple plot lines and pacing to develop an original piece of narrative writing.
- I can use pacing to develop an original piece of narrative writing.
- I can use dialogue to develop an original piece of narrative writing.
- I can use reflection to develop an original piece of narrative writing.
- I can use description to develop an original piece of narrative writing.
- I can create a smooth progression of events which build on each other to create a cohesive whole in an original piece of narrative writing.
- I can use sensory language to convey a vivid picture of experiences, events, setting, and/or characters in an original piece of narrative writing.
- I can provide a conclusion that follows after and reflects on what is experienced, observed, or resolved over the course of an original piece of narrative writing.

Term 2

- I can define words and phrases with figurative meanings that are used in an informational text.
- I can define words and phrases with connotative meanings that are used in an informational text.
- I can define words and phrases with technical meanings that are used in an informational text.
- I can write to explain the meaning of a key term or terms over the course of a text.
- I can introduce an informational topic.
- I can organize complex ideas in an informational topic.
- I can use transitions to make important connections and distinctions in an informational topic.
- I can use formatting, graphics, and incorporate multimedia where it is useful to aiding comprehension in an informational topic.
- I can develop a topic with connecting, relevant, and sufficient facts.
- I can develop a topic with extended definitions.
- I can develop a topic with quotations or other information and examples appropriate for the audience's understanding of the topic.
- I can use precise language in informational writing.
- I can use course-specific vocabulary in informational writing.
- I can use appropriate and varied transitions in a piece of informational writing.

- I can establish and maintain a formal style and objective tone in my writing of an informational text.
- I can provide a conclusion that shows the significance or implications of the topic in an informational text.
- I can use prewriting strategies to develop and plan before writing.
- I can revise and rewrite to address a specific purpose and/or audience.
- I can edit my writing to fit the expectations of the purpose and/or audience.
- I can explain how word and grammar usage changes over time and in various situations (i.e. why fragments are sometimes okay).
- I can vary my word and grammar usage for rhetorical effect in my own speaking and writing and explain how and why the effect works.
- I can summarize a non-fiction text.
- I can identify two or more central themes in a non-fiction text.
- I can analyze theme development and interactions between themes over the course of a non-fiction text.
- I can conform to the guidelines of MLA style.

Term 3

- I can determine the meaning of multiple-meaning words and phrases using context clues and/or a reference source.
- I can use dictionaries and other tools to gather vocabulary knowledge when necessary for comprehension or expression.
- I can gather and define my own vocabulary words in order to aid my reading comprehension and expression.
- I can introduce precise, knowledgeable claims.
- I can distinguish precise, knowledgeable claims from alternate or opposing claims.
- I can organize my arguments in an effective way.
- I can create a clear and cohesive text that establishes the relationships among claims, counterclaims, reasons, and evidence.
- I can develop claims and counterclaims.
- I can use evidence to develop fair claims and counterclaims.
- I can point out strengths and limitations to claims and counterclaims.
- I can anticipate the audience's knowledge level and concerns when developing my claims and counterclaims.
- I can anticipate the audience's values and possible biases when developing my claims and counterclaims.
- I can establish and maintain a formal style and objective tone in my writing of arguments.
- I can attend to the norms and conventions of the writing discipline.
- I can provide a concluding statement or section that follows from and supports the argument presented.
- I can produce clear writing in which the idea development, organization, and style is appropriate to genre, purpose, and audience.
- I can explain how specific individuals, ideas, or events interact and develop throughout the text.
- I can determine whether an argument is clear and convincing.
- I can analyze how content contributes to the power, persuasiveness, or beauty of the text.

Term 4

- I can write to explain how specific word choices and syntax impact tone, including words with multiple meanings.

- I can identify the nuances of words with similar denotations.
- I can analyze the impact nuanced word meaning has on writing.
- I can use academic and Language Arts-specific words and phrases.
- I can produce coherent, developed writing over an extended period of time for a range of genres, purposes, and/or audiences.
- I can produce writing on demand for a range of genres, purposes, and/or audiences.
- I can resolve issues of complex or contested usage using reference sources.
- I can generally use standard English capitalization and punctuation correctly.
- I can use hyphens correctly.
- I can generally spell correctly.
- I can evaluate how language reflects meaning and style.
- I can choose language devices for my writing that will effectively create meaning and/or style.
- I can apply my knowledge of language to aid my reading and listening comprehension.
- I can summarize a fictional text.
- I can identify two themes of a fictional text.
- I can analyze theme development and interactions between themes over the course of the text.
- I can analyze the impact of the author's use of the elements of fiction.
- I can cite evidence to support inference and analysis of fictional texts.