Quick links:

[Reading & writing content competencies](#_dx0dcawqg8i)

[Critical thinking & analysis content competencies](#_uwuzb96c0xlq)

[Metacognition - process competencies](#_uqnju5rqdcmp)

[Essential skills - process competencies](#_xfw86wkh9s7)

| Reading & writing content competencies | | | |
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| (1) Students can consider reading and writing tasks and adapt their approaches and strategies. | Students can apply and adjust active reading strategies to texts of similar rigor and structure as those they would likely encounter in a college or career setting. | a. Employ appropriate pre-reading and active reading strategies to aid in comprehension and  interpretation. |  |
| b. Recognize and use text characteristics (titles, headings, subtitles, illustrations, graphs, charts,  visuals, glossaries, chapter summaries, bolded and italicized text, etc.) to preview a text to make meaning. |  |
| c. Use a text’s structural characteristics (topic sentences and transitional words and phrases,  introductions, conclusions, patterns of organization, etc.) to make meaning. |  |
| Students can summarize a text. | a. Identify the topic of the text and the author’s intent. |  |
| b. Accurately explain the main ideas of a text in their own words. |  |
| Students can expand passive (recognition) and active (expressive) academic and career-related vocabularies. | a. Determine meaning through context clues. |  |
| b. Determine meaning using dictionary skills. |  |
| c. Determine meaning using knowledge of word parts. |  |
| d. Determine meaning of words and phrases, including figurative, technical, and connotative  meaning. |  |
| e. Recognize the difference between vocabulary that is appropriate in academic settings and vocabulary that is appropriate in career-related settings. |  |
| f. Incorporate academic vocabulary in their writing. |  |

| (1) Students can consider reading and writing tasks and adapt their approaches and strategies. | Students can identify the audience, purpose, and context of any given writing task. | a. Make choices about content based on audience and purpose. |  |
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| b. Make choices about organization based on audience and purpose. |  |
| c. Make choices about development based on audience and purpose. |  |
| d. Make choices about style and tone based on audience and purpose. |  |
| Students can choose writing processes based on audience, purpose, and task. | a. Choose brainstorming and drafting strategies appropriate for the audience, purpose, and task. |  |
| b. Use reflection and feedback from peers and teacher to revise and strengthen writing. |  |
| c. Use editing and proofreading strategies to improve writing and conventions. |  |
| d. Submit the final product in an appropriate format based on task, audience, and purpose. |  |
| (2) Students can analyze, evaluate, and synthesize while reading and writing. | Students can demonstrate how to incorporate and document relevant information from a variety of reliable print, digital, and other media. | a. Choose sources based on task, audience, and purpose. |  |
| b. Use sources to provide evidence to support a central idea or opinion. |  |
| c. Incorporate sources by using signal phrases, quoting, paraphrasing, and summarizing. |  |
| d. Identify content that needs to be cited, including summarized and paraphrased ideas. |  |
| e. Develop Works Cited lists. |  |
| Students can analyze and interpret texts. | a. Identify explicit and implicit ideas, main ideas, and supporting details. |  |
| b. Determine the author’s purpose, point of view, and tone, as well as the mood of a given text. |  |
| c. Draw logical conclusions using evidence from a given text. |  |
| d. Evaluate arguments by analyzing the use of rhetorical strategies and by identifying logical structures, including fallacies and/or errors in logical reasoning. |  |
| e. Logically extend ideas related to a given text by employing at least one of the following connections: text-to-text, text-to-self, or text-to-world. |  |
| f. Interpret figurative language (e.g., simile, metaphor, euphemism, hyperbole, etc.) and understand their role in the text. |  |
| Critical thinking & analysis content competencies | | | |
| (2) Students can analyze, evaluate, and synthesize while reading and writing (continued). | Students can understand the credibility and reliability of evidence in texts while reading. | a. Evaluate the effectiveness of an author’s use of structure in exposition or argument, including the ways in which the structure may make points clear, convincing, and engaging. |  |
| b. Determine (discuss) an author’s point of view or purpose in a text in which the rhetoric is  particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. |  |
| c. Assess the strengths and limitations of a source in terms of the task, purpose, and audience. |  |
| d. Evaluate the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the source. |  |
| e. Evaluate differences in sources across modes and media. |  |
| f. Evaluate how claims are supported with evidence and the effectiveness of those claims. |  |
| g. Develop interpersonal and intertextual connections. |  |
| Students can engage with evidence while writing. | a. Write to reflect on the stylistic decisions made by other authors. |  |
| b. Engage with evidence to expand and support their own ideas, arguments, and perspectives to convey their messages with impact and beauty appropriate to a given audience and purpose. |  |
| c. Write to support claims for analysis or to examine and convey complex ideas, concepts,  and information in substantive topics or texts, using valid reasoning and relevant and sufficient  evidence. |  |
| d. Demonstrate an ability to evaluate source texts for the author’s purpose, angle, and coverage  including where the text leaves matters uncertain. |  |
| e. Apply diverse sources that present authoritative, trustworthy, credible, and reliable information to support their own analysis and claim. |  |
| f. Demonstrate an understanding of the reasons behind citation practices to avoid plagiarism and overreliance on any one source. |  |
| g. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |  |
| h. Integrate information into the text selectively to maintain the flow of ideas. |  |
| (3) Students can demonstrate information literacy skills. | As a contributing writer... | a. Evaluate role as a contributing writer in information community. |  |
| b. Evaluate and integrate multiple sources of information presented in different media or  formats, as well as in words, in order to address a question or solve a problem. |  |
| As an engaged reader... | a. Evaluate role as a reader in information community. |  |
| b. Understand what makes sources authoritative and relevant to a given topic. |  |

| Metacognition - process competencies (does not have to be directly assessed) | | | |
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| METACOGNITION | Planning and Monitoring  Students can construct and monitor an adaptive plan  of action to structure their learning process using  reading, writing, or critical thinking skills. | a. Identify and address break-downs in reading  comprehension. |  |
| b. Assess and address effectiveness of writing  strategies to communicate a claim. |  |
| c. Set goals for on-going learning with appropriate  revisions in response to progress. |  |
| d. Develop and assess learning process. |  |
| e. Ask questions to identify issues of comprehension  and complexity. |  |
| f. Persist through complex literacy tasks. |  |
| g. Engage challenging ideas, methods, and texts in order to develop literacy skills. |  |
| Self-Reflection  Students can reflect upon collected and original thoughts in order to strengthen their reading, writing, and critical thinking processes. | a. Understand the impact of biases and assumptions  on various groups and on themselves. |  |
| b. Monitor biases and assumptions while working  through literacy tasks. |  |
| c. Make connections between self and the task. |  |
| d. Seek help from appropriate resources. |  |
| e. Articulate and assess methods of self-reflection. |  |
| f. Adjust position, perspective, or plan as needed. |  |
| g. Reflect on how understanding has changed. |  |
| Transfer  Students can transfer reading, writing, and critical thinking processes purposefully to authentic contexts beyond the English language arts classroom. | a. Make connections between self and world. |  |
| b. Make intertextual connections. |  |
| c. Create new meaning and original ideas from learned content. |  |
| d. Apply background knowledge to new learning  contexts. |  |
| e. Recognize and apply complementary learning  processes among reading, writing, critical thinking. |  |
| f. Identify appropriate literacy strategies for given task. |  |
| g. Apply cross-disciplinary learning processes to new  learning contexts. |  |

| Essential skills - process competencies | | | |
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| Personal Ethic | Cultural Competence | a. Know others as individual people and build relationships regardless of personal  similarities or differences. |  |
| b. Recognize and respect the inherent value of all cultures and be open to other  cultures besides their own. |  |
| Persistence | a. Overcome obstacles to achieve their goals/accomplish their tasks. |  |
| b. Take responsibility for their own success by seeking assistance and guidance. |  |
| Technology Use | a. Stay on-task and use appropriate technological tools for appropriate purposes. |  |
| Work Ethic | Time Management | a. Prioritize tasks and establish realistic deadlines that allow time for the work to be completed with feedback and revision. |  |
| b. Respect others’ time by being on-time and having work completed when due. |  |
| Dependability | a. Be present and engaged when expected or promised. |  |
| b. Complete one’s “fair share” of work based on the team’s expectations. |  |
| Teamwork | Flexibility | a. Be open-minded to others’ ideas and feedback as well as different processes and  products. |  |
| Understanding Perspectives | a. Understand that others will have different experiences and ideas. |  |
| b. Identify others’ perspectives through written text and in face-to-face work. |  |
| Conflict Resolution | a. Engage with others in ways that focus on the content and are respectful in tone. |  |
| b. Seek to achieve compromise that is acceptable to everyone involved. |  |
| c. Ask for support in mediating conflict when necessary. |  |
| Communication | Technology Use | a. Use correct technology (e.g., email and face-to-face) to share a particular message  for a specific audience and purpose. |  |
| Speaking and Listening | a. Eliminate distractions to focus on the speaker. |  |
| b. Provide appropriate non-verbal feedback cues and body language to acknowledge  what the speaker is saying. |  |
| c. Convey ideas and express information in a manner appropriate for the audience,  purpose, and task. |  |