

Year at a Glance (YAG) w/ I Can Statements

Note: These documents only list the “I Can..” statements which are the Level 3 learner outcomes found in their respective Proficiency Scales. This document works in tandem with the Proficiency Scales as the “I Can..” statements are informed by their Level 2 Essential Elements.

Semester 1	English I/English I Honors
Unit: Length	S1: 1st 6 Week Unit
Reading Critical Concepts	<p>Themes/Main Idea (Assess)</p> <ul style="list-style-type: none"> ● I can analyze the development of a teacher-provided theme or main idea over the course of a text. ● I can provide an objective summary of a text.
Writing Critical Concepts	<p>Planning and Revising (Introduce/Review)</p> <ul style="list-style-type: none"> ● I can organize ideas and sources. ● I can revise for clarity. <p>Gathering Evidence (Introduce/Review)</p> <ul style="list-style-type: none"> ● I can gather relevant information. ● I can integrate cited information, through directly quoting, seamlessly into original writing to maintain flow of ideas and to avoid plagiarism.
Speaking and Listening Critical Concepts	<p>Collaborative Discussions (Assess)</p> <ul style="list-style-type: none"> ● I can participate effectively in a range of collaborative discussions. <p>Presenting Information (Introduce/Review)</p> <ul style="list-style-type: none"> ● I can present information, findings, and supporting evidence clearly and appropriately.
Language Critical Concepts	<p>Vocabulary-Focus on Roots/Affixes (Assess)</p> <ul style="list-style-type: none"> ● I can determine or clarify the meaning of unknown and multiple-meaning words and phrases through use of etymology. <p>Command of Conventions (Introduce)</p> <ul style="list-style-type: none"> ● I can demonstrate command of the conventions of standard English grammar and usage (as identified in Ch. 2 of the text) when writing or speaking.
Central Text	<ul style="list-style-type: none"> ● Textbook Chapters 1, 2, 3 (Textbook Chapters 4, 5, 8 as appropriate) ● Grade-level approved novels/texts and IEFA Selection(s) from the School District 2 Literature List
Unit Plan	

¹ See Chapter 2 in the textbook

Unit: Length	S1: 2nd 6 Week Unit
Reading Critical Concepts	Citing Evidence (Assess) <ul style="list-style-type: none"> ● I can support my analysis of a text with appropriate, explicit evidence. ● I can support my analysis of a text with simple inferences drawn from the text.
Writing Critical Concepts	Planning and Revising (Review) <ul style="list-style-type: none"> ● I can organize ideas and sources. ● I can revise for clarity. Gathering Evidence (Review) <ul style="list-style-type: none"> ● I can gather relevant information. ● I can integrate cited information, through directly quoting, seamlessly into original writing to maintain flow of ideas and to avoid plagiarism.
Speaking and Listening Critical Concepts	Presenting Information (Assess) <ul style="list-style-type: none"> ● I can present information, findings, and supporting evidence clearly and appropriately.
Language Critical Concepts	Vocabulary-Focus on Roots/Affixes (Assess) <ul style="list-style-type: none"> ● I can determine or clarify the meaning of unknown and multiple-meaning words and phrases through use of etymology. Command of Conventions (Review) <ul style="list-style-type: none"> ● I can demonstrate command of the conventions of standard English grammar and usage (as identified in Ch. 2 of the text) when writing or speaking.
Central Text	<ul style="list-style-type: none"> ● Textbook Chapters 4, 5, 8 as appropriate ● Grade-level approved novels/texts and IEFA Selection(s) from the School District 2 Literature List
Unit Plan	

Unit: Length	S1: 3rd 6 Week Unit
Reading Critical Concepts	
Writing Critical Concepts	<p>Planning and Revising (Assess)</p> <ul style="list-style-type: none"> ● I can organize ideas and sources. ● I can revise for clarity. <p>Gathering Evidence (Assess)</p> <ul style="list-style-type: none"> ● I can gather relevant information. ● I can integrate cited information, through directly quoting, seamlessly into original writing to maintain flow of ideas and to avoid plagiarism. <p>Informative Explanatory Writing (Assess)</p> <ul style="list-style-type: none"> ● I can write informative/explanatory texts to examine and convey complex ideas. ● I can develop the topic using expository writing strategies (see Ch. 8 of the text). ● I can establish and maintain an appropriate style and tone.
Speaking and Listening Critical Concepts	<p>Collaborative Discussions (Review)</p> <ul style="list-style-type: none"> ● I can participate effectively in a range of collaborative discussions. <p>Presenting Information (Review)</p> <ul style="list-style-type: none"> ● I can present information, findings, and supporting evidence clearly and appropriately.
Language Critical Concepts	<p>Vocabulary-Focus on Roots/Affixes (Assess)</p> <ul style="list-style-type: none"> ● I can determine or clarify the meaning of unknown and multiple-meaning words and phrases through use of etymology. <p>Command of Conventions (Assess)</p> <ul style="list-style-type: none"> ● I can demonstrate command of the conventions of standard English grammar and usage (as identified in Ch. 2 of the text) when writing or speaking.
Central Text	Textbooks Chapters 4, 5, 8 as appropriate Grade-level approved novels/texts and IEFA Selection(s) from the School District 2 Literature List
Unit Plan	

English I/English I Honors	
Semester 1 Requirements	
Significant Writing	<ul style="list-style-type: none">• Write routinely over shorter time frames to impress specific writing skills, practice text-based analysis, and/or improve college-career readiness• Write an evidence-based, multi-paragraph informative/expository paper incorporating planning and revising/gathering evidence• Write timed writing responses
Speaking and Listening Assessment	<ul style="list-style-type: none">• Routine collaborative discussion participation• Participate in a collaborative presentation
Language Concepts	<ul style="list-style-type: none">• See Ch. 2 of the Textbook

Semester 2	English I/English I Honors
Unit: Length	S2: 4th 6 Week Unit
Reading Critical Concepts	
Writing Critical Concepts	<p>Planning and Revising (Review)</p> <ul style="list-style-type: none"> • I can organize ideas and sources. • I can revise for clarity. <p>Gathering Evidence (Review)</p> <ul style="list-style-type: none"> • I can gather relevant information. • I can integrate cited information, through directly quoting, seamlessly into original writing to maintain flow of ideas and to avoid plagiarism. <p>Argument Writing (Assess)</p> <ul style="list-style-type: none"> • I can write an argument to support a debatable claim.
Speaking and Listening Critical Concepts	<p>Collaborative Discussions (Review)</p> <ul style="list-style-type: none"> • I can participate effectively in a range of collaborative discussions. <p>Presenting Information (Review)</p> <ul style="list-style-type: none"> • I can present information, findings, and supporting evidence clearly and appropriately.
Language Critical Concepts	<p>Vocabulary-Focus on Roots/Affixes (Assess)</p> <ul style="list-style-type: none"> • I can determine or clarify the meaning of unknown and multiple-meaning words and phrases through use of etymology. <p>Command of Conventions (Review)</p> <ul style="list-style-type: none"> • I can demonstrate command of the conventions of standard English grammar and usage (as identified in Ch. 2 of the text) when writing or speaking.
Central Text	<ul style="list-style-type: none"> • Textbook Ch. 10 <i>Romeo and Juliet</i> • Selections from the following: Ch: 6, 7, 11 • Additional Reading Selections: Ch. 9: Narration • Grade-level approved novels/texts and IEFA Selection(s) from the School District 2 Literature List
Unit Plan	

Unit & Length	S2: 5th 6 Week Unit
Reading Critical Concepts	<p>Point of View (Assess)</p> <ul style="list-style-type: none"> ● I can analyze a particular point of view, cultural experience, and/or perspective reflected in a work of literature. <p>Character Development (Assess)</p> <ul style="list-style-type: none"> ● I can analyze character development over the course of a text. ● I can analyze character interactions within a text.
Writing Critical Concepts	<p>Planning and Revising (Review)</p> <ul style="list-style-type: none"> ● I can organize ideas and sources. ● I can revise for clarity. <p>Gathering Evidence (Review)</p> <ul style="list-style-type: none"> ● I can gather relevant information. ● I can integrate cited information, through directly quoting, seamlessly into original writing to maintain flow of ideas and to avoid plagiarism. <p>Argument Writing (Review)</p> <ul style="list-style-type: none"> ● I can write an argument to support a debatable claim.
Speaking and Listening Critical Concepts	<p>Collaborative Discussions (Review)</p> <ul style="list-style-type: none"> ● I can participate effectively in a range of collaborative discussions. <p>Presenting Information (Review)</p> <ul style="list-style-type: none"> ● I can present information, findings, and supporting evidence clearly and appropriately.
Language Critical Concepts	<p>Vocabulary-Focus on Roots/Affixes (Assess)</p> <ul style="list-style-type: none"> ● I can determine or clarify the meaning of unknown and multiple-meaning words and phrases through use of etymology. <p>Command of Conventions (Review)</p> <ul style="list-style-type: none"> ● I can demonstrate command of the conventions of standard English grammar and usage (as identified in Ch. 2 of the text) when writing or speaking.
Central Text	<ul style="list-style-type: none"> ● Textbook Ch. 10 <i>Romeo and Juliet</i> ● Selections from the following: Ch: 6, 7, 11 ● Additional Reading Selections: Ch. 9: Narration ● Grade-level approved novels/texts and IEFA Selection(s) from the School District 2 Literature List
Unit Plan	

Unit: Length	S2: 6th 6 Week Unit
Reading Critical Concepts	<p>Word Choice (Assess)</p> <ul style="list-style-type: none"> • I can analyze the impact of denotative and connotative meanings of words in texts. • I can interpret figurative language used in a text.
Writing Critical Concepts	<p>Planning and Revising (Review)</p> <ul style="list-style-type: none"> • I can organize ideas and sources. • I can revise for clarity. <p>Gathering Evidence (Review)</p> <ul style="list-style-type: none"> • I can gather relevant information. • I can integrate cited information, through directly quoting, seamlessly into original writing to maintain flow of ideas and to avoid plagiarism.
Speaking and Listening Critical Concepts	<p>Collaborative Discussions (Review)</p> <ul style="list-style-type: none"> • I can participate effectively in a range of collaborative discussions. <p>Presenting Information (Review)</p> <ul style="list-style-type: none"> • I can present information, findings, and supporting evidence clearly and appropriately.
Language Critical Concepts	<p>Vocabulary-Focus on Roots/Affixes (Assess)</p> <ul style="list-style-type: none"> • I can determine or clarify the meaning of unknown and multiple-meaning words and phrases through use of etymology. <p>Command of Conventions (Assess¹)</p> <ul style="list-style-type: none"> • I can demonstrate command of the conventions of standard English grammar and usage (as identified in Ch. 2 of the text) when writing or speaking.
Central Text	<ul style="list-style-type: none"> • Textbook Ch. 10 <i>Romeo and Juliet</i> • Selections from the following: Ch: 6, 7, 11 • Additional Reading Selections: Ch. 9: Narration • Grade-level approved novels/texts and IEFA Selection(s) from the School District 2 Literature List
Unit Plan	

English I/English I Honors	
Semester 2 Requirements	
Significant Writing	<ul style="list-style-type: none">• Write routinely over shorter time frames to impress specific writing skills, practice text-based analysis, and/or improve college-career readiness• Write a multi-paragraph argumentative paper incorporating planning and revising/gathering evidence• Write timed writing responses in preparation for standardized testing
Speaking and Listening Assessment	<ul style="list-style-type: none">• Present information individually or as part of a small group
Language Concepts	<ul style="list-style-type: none">• See Ch. 2 of the Textbook