### Big Ideas/Key Concepts: The English Renaissance, 1485-1660 (Unit 2)
*Pastoral Poems and Sonnets, Shakespeare Drama, The Rise of Humanism, Spiritual and Devotional Writings, The Metaphysical and Cavalier Poets*

#### Unit Essential Questions:
- Should religion be tied to politics?
- Why is love so complicated? What is the ideal society?
- Why do people seek power?
- Why are some conflicts seemingly unresolvable (East/West)?
- What made the Golden Age so Golden?
- How did the Printing Press change the world?

### WRITING FOCUS: Argument

#### Ongoing Standards and Expectations

**Reading** - Volume of reading is an important aspect of an effective ELA classroom.
- **12.RL.RRTC.10** Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.
- **12.RI.RRTC.10** Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.

**Writing** - Writing should be a daily activity in an ELA classroom. Research instruction should be included in each quarter.
- **11-12.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- **11-12.W.PDW.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
- **11-12.W.PDW.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.
● **11-12.W.RBPK.7** Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

● **11-12.W.RBPK.8** Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.

● **11-12.W.RBPK.9** Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

● **11-12.W.RW.10** Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

---

**Language- Grammar, usage, and mechanics should be addressed through writing and explicit instruction as needed.**

● Demonstrate the correct use of commas and lesser-used punctuation marks (e.g., hyphens, dashes, colons) in complex and sophisticated constructions.

● From a group of grammatically-correct sentences, choose the clearest, most coherent sentence.

● Use phrases and clauses in a variety of ways to create sophisticated complex sentences.

● Use previously learned techniques such as recognizing cognates, root words, affixes, foreign phrases, and textual context to identify unfamiliar words, including those specific to a particular content area.

● Proofread for errors in capitalization and punctuation.

● Identify pronoun antecedents in complex sentence constructions and correct ambiguous references.

● Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity.
### Big Ideas/Key Concepts: The English Renaissance, 1485-1660 (Unit 2)

*A Celebration of Human Achievement (Pastoral Poems and Sonnets, Shakespeare Drama, The Rise of Humanism, Spiritual and Devotional Writings, The Metaphysical and Cavalier Poets)*

- Big Ideas and Key Concepts may be taught thematically and are not limited to works from the textbook.
- Teachers may incorporate additional works such as poems, modern texts, media, and/or nonfiction that enhance historical works from the textbook.
- Teachers can use this semester to remediate ACT concerns for those seniors who will be taking the October or November test. ACT priorities should focus on editing text, managing long reading passages, scanning informational text, and managing time.

### Writing Focus: Argument

#### Unit 2 Essential Questions:
- Should religion be tied to politics?
- Why is love so complicated? What is the ideal society?
- Why do people seek power?
- Why are some conflicts seemingly unresolvable (East/West)?
- What made the Golden Age so Golden?
- How did the Printing Press change the world?

### Tennessee State Standards

#### Reading Literature

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>11-12.RL.KID.1</strong></td>
<td>Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.</td>
</tr>
<tr>
<td><strong>11-12.RL.KID.2</strong></td>
<td>Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.</td>
</tr>
<tr>
<td><strong>11-12.RL.KID.3</strong></td>
<td>Analyze how an author’s choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.</td>
</tr>
</tbody>
</table>

### Student Friendly “I Can” Statements

#### Reading Literature

- I can cite strong and thorough textual evidence to support analysis of a text.
- I can make inferences and determine where the text leaves matters uncertain.
- I can determine two or more themes or central ideas of a text and analyze their complex development.
- I can write an objective summary of the text.
- I can analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.
- I can analyze how the author creates and reveals character.
ENGIV.WCE.3 Analyze how the author creates and reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks, etc.)

11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.

ENGIV.WCE.4 Analyze poems representative of the British literary movements for form and style, including structure and poetic devices.
Reword: Analyze poems that reflect British historical and literary periods, including important elements of style and structure.

11-12.RL.CS.5 Analyze how an author’s choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.

ENGIV.WCE.5 Analyze and determine how the author’s life experiences, attitudes, viewpoints, and beliefs relate to the larger historical, social, and cultural context of his/her work.

11-12.RL.CS.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.

11-12.RL.IKI.7 Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.

11-12.RL.IKI.9 Demonstrate knowledge of and analyze thematically-related, significant literary texts, considering how two or more texts treat similar themes or

- I can determine the meaning of figurative and connotative meanings of words and phrases.
- I can analyze the impact of word choices on meaning and tone.
- I can analyze poems for form and style including structure and poetic devices.
- I can analyze how an author’s choices concerning how to structure a text contribute meaning and aesthetic impact.
- I can analyze and determine how the author’s life relates to the larger context of his/her work.
- I can analyze point of view by determining what is directly stated and what is meant in a text.
- I can analyze multiple interpretations of a story, drama, or poem.
- I can evaluate how each version interprets the source text.
- I can demonstrate how two or more texts literature from the same period treat similar themes or topics.
- I can analyze how a variety of influences during a historical
ENGIV.WCE.12 Analyze how the philosophical, political, religious, ethical, and social influences of the historical period of a text shape the characters, plots, and settings.

12.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.

<table>
<thead>
<tr>
<th>Reading (Informational Text)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.</td>
</tr>
<tr>
<td>11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.</td>
</tr>
<tr>
<td>11-12.RI.KID.3 Analyze how an author’s choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.</td>
</tr>
<tr>
<td>11-12.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a period shape a text.</td>
</tr>
</tbody>
</table>

- I can read and comprehend grade-appropriate literature.
- I can cite strong and thorough textual evidence to support analysis of a text.
- I can determine two or more central ideas of a text and analyze their development in the text.
- I can provide an objective summary of the text.
- I can analyze complex ideas or events and explain how they develop over the course of the text.
- I can determine the meaning of figurative, connotative, and technical meanings of words and phrases used in text.
- I can analyze how an author refines the meaning over the course of the text.
- I can analyze and evaluate the effectiveness of the structure an
11-12.RI.CS.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.

11-12.RI.CS.6 Determine an author’s point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.

11-12.RI.IKI.7 Evaluate the topic or subject in multiple diverse formats and media.

ENGIV.WCE.9 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

ENGIV.WCE.14 Determine common or opposing central ideas in two or more sources, including primary and secondary documents and informational text, and explain how reasoning is developed and ideas are supported.

11-12.RI.IKI.8 Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.

11-12.RI.IKI.9 Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.

12.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.
	ext{author uses in his/her exposition or argument.}

- I can determine an author’s point of view in a text by examining the rhetoric.
- I can analyze how style and content contribute to the power of the text.
- I can address a question or solve a problem by integrating and evaluating multiple sources of information presented in different media or formats.
- I can critique arguments in public documents by examining audience appeal, reader concerns and counterclaims. (e.g., appeal to reason, authority and emotion).
- I can identify common opposing central ideas in two or more texts.
- I can identify primary and secondary documents and explain how reasoning is developed and ideas are supported.
- I can evaluate how an author uses evidence and reasoning to support an argument and claims in a text.
- I can analyze a variety of documents of historical and literary significance for their themes, purposes, and rhetorical features.
- I can read and comprehend a variety of nonfiction independently and proficiently.
**Writing**

<table>
<thead>
<tr>
<th>11-12.W.TTP.1</th>
<th>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12.W.TTP.1a</td>
<td>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.</td>
</tr>
<tr>
<td>11-12.W.TTP.1b</td>
<td>Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</td>
</tr>
<tr>
<td>11-12.W.TTP.1c</td>
<td>Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.</td>
</tr>
<tr>
<td>11-12.W.TTP.1d</td>
<td>Provide a concluding statement or section that follows from and supports the argument presented.</td>
</tr>
<tr>
<td>11-12.W.TTP.1e</td>
<td>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</td>
</tr>
</tbody>
</table>

**ENGIV.WCE.17** Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

<table>
<thead>
<tr>
<th>11-12.W.PDW.4</th>
<th>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12.W.PDW.5</td>
<td>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)</td>
</tr>
<tr>
<td>11-12.W.PDW.6</td>
<td>Use technology, including the Internet, to produce, publish, and</td>
</tr>
</tbody>
</table>
update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

11-12.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

11-12.W.RBPK.8 Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.

11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

- I can focus on purpose and audience.
- I can use technology to produce, publish, and update writing.
- I can conduct short and sustained research projects to answer a question.
- I can solve a problem, narrow or broaden the project, synthesize multiple sources, and demonstrate understanding of the subject.
- I can gather relevant information from multiple sources.
- I can assess the strengths and weaknesses of each source.
- I can integrate information into the text to maintain the flow of ideas.
- I can avoid plagiarism and overreliance of one source.
- I can follow a standard format.
- I can support and defend interpretations, analyses, reflections or research with evidence found in text.
- I can write over extended and shorter time frames for a range of tasks and purposes.
<table>
<thead>
<tr>
<th>Speaking and Listening</th>
<th>Speaking and Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>11-12.SL.CC.1</strong> Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</td>
<td>● I can initiate and participate effectively in discussion, build on others’ ideas, and express ideas clearly.</td>
</tr>
<tr>
<td><strong>11-12.SL.CC.2</strong> Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.</td>
<td>● I can integrate multiple sources of information presented in diverse formats and media. ● I can evaluate credibility and accuracy of sources.</td>
</tr>
<tr>
<td><strong>11-12.SL.CC.3</strong> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</td>
<td>● I can evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. ● I can assess the stance, premises, ideas, points of emphasis and tone being used. ● I can conduct debate to allow all views. ● I can allow for dissenting views and compromise. ● I can determine what additional research is required for more investigation. ● I can present information, findings, and evidence and convey a clear perspective. ● I can organize and develop information appropriate to purpose and audience. ● I can make strategic use of digital media in presentations to enhance interest. ● I can adapt a speech to a variety of contexts and tasks while...</td>
</tr>
<tr>
<td><strong>ENGIV.WCE.11</strong> Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.</td>
<td></td>
</tr>
<tr>
<td><strong>11-12.SL.PKI.4</strong> Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.</td>
<td></td>
</tr>
<tr>
<td><strong>11-12.SL.PKI.5</strong> Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</td>
<td></td>
</tr>
<tr>
<td><strong>11-12.SL.PKI.6</strong> Adapt speech to a variety of contexts and tasks, demonstrating</td>
<td></td>
</tr>
</tbody>
</table>
command of formal English when indicated or appropriate.

**Language**

11-12.L.CSE.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.

11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

11-12.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

11-12.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.

11-12.L.VAU.4a Use context as a clue to the meaning of a word or a phrase.

demonstrating a command of formal English.

**Language**

- I can demonstrate a command of the conventions of Standard English grammar and usage when writing or speaking.
- I can demonstrate a command of the conventions of Standard English capitalization, punctuation and spelling when writing.
- I can use punctuation to enhance sentence style.
- I can write and edit work to conform to a style guide appropriate to the discipline and writing type.
- I can apply knowledge of language (e.g., parts of speech, punctuation, grammar and syntax, spelling, and common confusions) to make effective choices for meaning and style.
- I can resolve issues of usage by consulting references.
- I can use a variety of strategies to determine the meaning of unknown or multiple-meaning words and phrases.
- I can use context as a clue to the meaning of a word or phrase.
- I can identify and correctly use patterns of word changes to indicate different meaning or parts of speech.
- I can consult general and specialized reference materials.
11-12.L.VAU.4b Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.

11-12.L.VAU.4c Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.

11-12.L.VAU.4d Use etymological patterns in spelling as clues to the meaning of a word or phrase.

11-12.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.

11-12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- I can verify the preliminary determination of the meaning of a word or phrase.
- I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- I can interpret figures of speech in context and analyze their role in the text.
- I can use academic and grade-appropriate words and phrases at the college and career readiness level.
**Honors Addendum**

Note: The Honors Addendum is REQUIRED for all students enrolled in Honors English IV. The selection of text for independent reading and development of the assignment should take place throughout the quarter, including checkpoints for peer and teacher feedback as the student’s work is in progress.

<table>
<thead>
<tr>
<th>Tennessee State Standards</th>
<th>Student Friendly “I Can” Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>11-12.RL.KID.1</strong> Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.</td>
<td>• I can cite strong and thorough textual evidence to support analysis of a text.</td>
</tr>
<tr>
<td><strong>11-12.RL.IKI.7</strong> Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.</td>
<td>• I can make inferences and determine where the text leaves matters uncertain.</td>
</tr>
<tr>
<td><strong>11-12.W.TTP.1</strong> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.</td>
<td>• I can analyze multiple interpretations of a story, drama, or poem.</td>
</tr>
<tr>
<td>a. Introduce precise claim(s).</td>
<td>• I can evaluate how each version interprets the source text.</td>
</tr>
<tr>
<td>b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</td>
<td>• I can write arguments to support claims using valid reasoning and relevant and sufficient evidence.</td>
</tr>
<tr>
<td>c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.</td>
<td>• I can introduce precise claim(s), recognize opposing claims, and organize claim(s), counterclaims, reasons, and evidence.</td>
</tr>
<tr>
<td>d. Provide a concluding statement or section that follows from and supports the argument presented.</td>
<td>• I can develop claim(s) and counterclaims with relevant evidence.</td>
</tr>
<tr>
<td>e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</td>
<td>• I can point out strengths and limitations of both claims and counterclaims while anticipating audience’s concerns, values, and biases.</td>
</tr>
<tr>
<td>f. Establish and maintain a formal style and objective tone</td>
<td>• I can use language and syntax to link sections of the text, create cohesion, and clarify relationships in the argument.</td>
</tr>
<tr>
<td><strong>11-12.W.PDW.4</strong> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and</td>
<td>• I can provide a concluding statement or section that follows from and supports the argument presented.</td>
</tr>
<tr>
<td></td>
<td>• I can use precise words and phrases, details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.</td>
</tr>
<tr>
<td></td>
<td>• I can establish and maintain a formal style and objective tone.</td>
</tr>
<tr>
<td></td>
<td>• I can produce clear, coherent, organized writing.</td>
</tr>
</tbody>
</table>
audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**11-12.W.PDW.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

**11-12.W.PDW.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

**11-12.L.CSE.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.

**11-12.L.CSE.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

**11-12.L.KL.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

**Honors Components 1 and 5:**
- Extended reading assignments that connect with specified curriculum
- Writing assignments that demonstrate a variety of modes, purposes, and styles

- I can produce a style that is appropriate to task, purpose, and audience.
- I can develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.
- I can focus on purpose and audience.
- I can use technology to produce, publish, and update writing.
- I can demonstrate a command of the conventions of Standard English grammar and usage when writing or speaking.
- I can use conventions of Standard English capitalization, punctuation, and spelling when writing.
- I can apply knowledge of language (e.g., parts of speech, punctuation, grammar and syntax, spelling, and common confusions) to make effective choices for meaning and style.
- I can resolve issues of usage by consulting references.