

**I can identify and explain how textual evidence supports what the author states directly and what he/she implies.**

**I can determine if there is sufficient evidence to support what the text says.**

**I can determine the quality of the evidence used to support what the text says.**

**RL.9.1**

**I can identify the theme or central idea of a text.**

**I can explain how a theme is developed by specific details.**

**I can summarize a text.**

**RL.9.2**

**I can explain how characters can have multiple or conflicting motivations.**

**I can identify how characters change or develop over the course of a story.**

**I can analyze the interactions of characters.**

**I can explain how characters advance the plot or develop the theme.**

**RL.9.3**

I can identify figurative language in a text.

I can identify connotative meanings of certain words in a text.

I can identify how multiple words and phrases influence the meaning of a text.

I can identify how multiple words and phrases influence the tone of a text.

I can identify and show support for the author's tone through words and phrases in the text.

**RL.9.4**

I can analyze how an author uses structure to create effects such as mystery, tension, or surprise.

I can analyze how an author uses events to create effects such as mystery, tension, or surprise.

I can analyze how an author uses time to create effects such as mystery, tension, or surprise.

**RL.9.5**

**I can identify and explain a particular point of view or cultural experience reflected in literature from outside the United States.**

**RL.9.6**

**I can analyze a subject in two different artistic representations and identify what is similar and what is different between the two.**

**RL.9.7**

**I can recognize references to other well-known works that the author uses throughout a text.**

**I can connect a specific author's work to a prior well-known text.**

**I can analyze how an author has transformed well-known texts into his own work.**

**RL.9.9**



**I can read and  
understand highly  
complex literature  
with some support.**

**RL.9.10**

**I can identify the difference between what the author states directly and what is implied in the text.**

**I can supply strong and thorough textual evidence to support what the author states directly and what he/she implies.**

**RI.9.1**

**I can find a central idea in a text and explain its development throughout the text.**

**I can explain how specific details shape and clarify the central idea.**

**I can provide an objective summary of the text.**

**RI.9.2**

I can explain how an author outlines an analysis in a text.

I can explain how an author outlines a series of ideas or events in a text.

I can determine the order in which the author's points are made in a text.

I can determine how the author's points are introduced and developed in a text.

I can determine how the author's key points in a text are connected.

**RI.9.3**

**I can identify figurative language in an informational text.**

**I can identify the connotative meanings of specific words in an informational text.**

**I can identify the technical meaning of words in an informational text.**

**I can explain how word choice affects the overall meaning and tone of a text.**

**RI.9.4**

**I can identify sentences or paragraphs that develop the author's ideas or claims.**

**I can explain how larger sections or chapters develop and refine the author's ideas or claims.**

**RI.9.5**

**I can identify an author's point of view or purpose in a text.**

**I can identify and explain literary and stylistic techniques the author uses to support his position.**

**RI.9.6**

I can read a variety of texts such as books, movies, and electronic sources on one subject and identify how they are similar and how they are different.

I can determine important details in several accounts on the same subject.

**RI.9.7**



**I can outline and explain specific claims and supportive evidence in an argument.**

**I can determine whether or not the reasons linking the evidence to the claim are logical.**

**I can determine whether or not there is enough relevant evidence to support the claim.**

**I can identify false statements and incorrect reasoning.**

**RI.9.8**

**I can compare historic  
U.S. documents and  
identify related  
themes and concepts.**

**RI.9.9**

**I can read and  
understand highly  
complex literary non-  
fiction with some  
support.**

**RI.9.10**

**I can write a claim(s) and support it with valid reasons and enough evidence to build an argument that analyzes a topic or a text.**

**W.9.1**

- a. I can write a clear claim(s) and distinguish it from a different or opposing claim.
- d. I can organize my argument to show clear connections between the claim(s), counterclaim(s), reasons, and evidence.
- e. I can provide evidence that supports both the claim(s) and the counterclaim(s) and points out the pros and cons of each.
- b. I can support my claim(s) with accurate sources of information.
- b. I can provide evidence in a way that anticipates what the audience is thinking about the issue.

**W.9.1.a-1.b**

c. I can use words, phrases, and clauses to clearly show how claims, counterclaims, reasons, and evidence fit together.

d. I can use formal words and language to write about an issue or topic.

e. I can end my writing with a concluding statement that backs up the claim(s) in my argument.

**W.9.1.c-1.e**

**I can write an essay that conveys complex ideas and information.**

**I can organize my information by choosing and studying my content carefully.**

**W.9.2**

- a. I can organize complex ideas using a clear introduction.
  - a. I can use concepts and information to make important connections and distinctions in my paper.
- b. I can develop my paper using enough facts, well-explained definitions and details, quotations, and examples that are appropriate to my audience's knowledge.
- c. I can use a variety of appropriate transitions to link major ideas of my paper and show connections between ideas and concepts.

W.9.2.a-2.c



d. I can use appropriate vocabulary and language that is specific to my topic to manage the difficulty of the subject.

e. I can write a formal paper with an objective tone that uses the correct conventions for my subject area.

f. I can write a conclusion that shows the importance of the information presented in my paper.

W.9.2.d-2.e

**I can write a well-structured, detailed narrative about real or imagined events or experiences.**

**W.9.3**

- a. I can hook the reader by introducing a problem, situation, or observation.
  - a. I can hook the reader by setting up one or more points of view and introducing a narrator and/or characters.
  - a. I can write events and experiences that progress smoothly and logically.
  - b. I can write a narrative using techniques such as dialogue, pacing, description, reflection, and multiple plot lines.
  - b. I can use these narrative techniques to develop events, and/or characters.

W.9.3.a-3.b

c. I can arrange the events in my story in various ways and still be clear.

d. I can use precise words, telling details, and sensory language to create visual images in the minds of the readers.

e. I can conclude my story by reflecting on what is experienced, observed, or resolved.

W.9.3.c-3.e

**I can develop and organize clear and understandable writing which is appropriate for a specific task, purpose, and audience.**

**W.9.4**

**I can develop and strengthen my writing by planning, revising, editing, and rewriting.**

**I can identify in my writing what is most significant for a specific purpose or audience.**

**W.9.5**

**I can use technology to create, publish, and update writing for individual or group projects.**

**I can present information using a variety of media.**

**W.9.6**

I can research short as well as extended projects to solve problems or answer questions, including questions that I create.

I can narrow or broaden my research when appropriate.

I can combine multiple sources to demonstrate my understanding of the subject.

**W.9.7**



I can conduct an advanced search to gather relevant information from reliable print and digital sources.

I can determine if a source is useful for answering a particular research question.

I can include information from sources that supports my ideas without plagiarizing others' words and ideas.

I can correctly cite my sources in the text or at the end of my paper.

**W.9.8**

**I can find specific facts, examples, or details in literary or informational text as outlined in the reading standards to support my analysis, reflection, and research.**

**W.9.9**

**I can routinely write over a shorter or extended time frame for a range of tasks, purposes, and audiences.**

**W.9.10**

**I can participate in a variety of discussions, building on others' ideas, while expressing my ideas clearly and convincingly.**

**SL.9.1**

- a. I can read and research multiple sources and use them in a thoughtful discussion.
- b. I can work with peers to create rules and set clear goals for group discussions and decision making.
- c. I can ask questions and make comments that move the discussion to broader themes and ideas.
  - c. I can actively include others in the discussion.
  - c. I can clarify, verify, or challenge ideas and conclusions presented in a discussion.

SL.9.1.a-1.c

**d. I can respond thoughtfully to others' views and summarize points with which I agree or disagree.**

**d. I can support my position in a discussion but can also make new connections based on evidence and others' reasoning.**

**SL.9.1.d**

**I can examine sources of information presented visually, orally, or in numbers and evaluate the credibility and accuracy of each source.**

**SL.9.2**

**I can evaluate a speaker's position on an issue.**

**I can evaluate whether or not a speaker's reasoning, evidence, and language is exaggerated or false.**

**SL.9.3**



**I can give a presentation that shares information and includes findings and supporting evidence from my research.**

**I can present information in a clear, concise and logical manner.**

**I can present information that is organized and developed in a style that fits the purpose, audience, and task.**

**SL.9.4**

**I can use digital  
media to present  
information to make it  
understandable and  
engaging.**

**SL.9.5**

**I can adapt the way I  
speak to a variety of  
situations and purposes,  
using correct English  
when needed.**

**SL.9.6**

**I can use language correctly when writing or speaking.**

- a. I can define parallel structure and use it correctly.**
- b. I can use various types of phrases and clauses to write or present ideas in an interesting way.**

**L.9.1-1.b**

**I can use correct capitalization, punctuation, and spelling in my writing.**

- a. I can use a semicolon to join two closely related complete sentences.**
- b. I can use a colon to introduce a list or a quotation.**
- c. I can correct misspelled words in my writing.**

**L.9.2-2.c**

**I can identify how language works in different situations or contexts.**

**I can identify ways that language choices influence meaning or style.**

**I can identify ways that language choices help me understand what I read and hear.**

**a. I can follow the guidelines of a specific style manual.**

**L.9.3-3.a**



**I can use a variety of strategies to determine what a word or phrase means.**

**L.9.4**



- a. I can determine the meaning of a word through context clues or by the way it is used in a sentence or text.
- b. I can identify how altering parts of words can change their meanings and functions.
  - b. I can correctly use alternate word endings to change the meanings of similar words.
- c. I can use reference materials to find the pronunciation, the meaning, and the origin of unfamiliar words.
- d. I can guess at the meaning of a word and then double check to see if I am right by using a dictionary.

L.9.4.a-4.d

I can explain what general academic words are and use them in my writing.

I can define words and phrases that are specific to language arts and apply them in speaking and writing.

I can use various resources to build my vocabulary and help me understand what I read or hear.

**L.9.6**