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.
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.

L9.2-2.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.

L9.3-3.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.

L9.4.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