

9th ELA Standards

“I CAN” STATEMENTS

LANGUAGE

9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations

- . I can use the rules of grammar in writing and speaking (i.e. capitalization, punctuation, and spelling)
- . I can use effective parallel structure.
- . I can use phrase and clauses to make my writing interesting.

9-10.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

- . I can explain the function of semicolons and colons and use them correctly in writing.
- . I can write and edit work using MLA standards.

9-10.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.

- . I can apply my knowledge of language to various contexts in order to make more effective choices in reading and listening.**

9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.

- a. Use context as a clue to the meaning of a word or a phrase.**
- b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.**
- c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.**
- d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.**

. I can determine the meaning of unknown words (or those with multiple meanings) by using contexts clues, breaking the words apart, using a dictionary (online or digital), or word origin.

9-10.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 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.

- I can identify different types of figurative language and be able to identify them within a reading passage.
- I can understand word relationships (synonyms, antonyms, homophones, etc.) and be able to identify and use correctly.
- I can determine various meanings of words as they are being used in context.
- I can identify, explain, and determine the importance/purpose of figures of speech within a text.
- I can determine meanings of words through contexts and dictionary meanings.

9-10.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 use advanced vocabulary for college and career readiness in communication.
- . I can independently build my vocabulary knowledge.

READING

9-10.RL.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

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- . I can cite the strongest evidence to support my conclusions.

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- . I can analyze what a text says by breaking it down and drawing conclusions.
- . I can cite the strongest evidence to support my conclusions.

9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.

- . I can determine a theme or central idea of a text.
- . I can analyze the development of the theme within the text.
- . I can write an objective or critical summary of the text.

9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.

- . I can determine a theme or central idea of a text.
- . I can analyze the development of the theme within the text.
- . I can write an objective or critical summary of the text.

9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

- . I can analyze how characters change throughout the text and how this impacts the meaning.
- . I can analyze how events change throughout the text and how this impacts the meaning.
- . I can analyze how ideas change throughout the text and how this impacts the meaning.

9-10.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.

- . I can analyze how the author presents and develops key ideas to affect meaning.

9-10.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.

- . I can determine figurative meanings.
- . I can determine connotative meanings (loaded language). Example:
died versus passed away
- . I can analyze the overall tone.

9-10.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

- . I can determine figurative meanings.
- . I can determine connotative meanings (loaded language). Example:
died versus passed away
- . I can analyze the overall tone.

9-10.RL.CS.5 Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.

- . I can analyze the author's choices in regard to structure, plot, and time.**

9-10.RI.CS.5 Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

- . I can analyze how the author's ideas are developed throughout the text.**

9-10.RL.CS.6 Analyze how point of view and/or author purpose shapes the content and style of diverse texts.

- . I can analyze the author's point of view and/or purpose.**

9-10.RI.CS.6 Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.

- . I can determine the author's point of view and/or purpose.**
- . I can use rhetoric.**

9-10.RL.IKI.7 Evaluate the topic, subject, and/or theme in two diverse formats or media.

- . I can compare and contrast the same topic, subject, and/or theme in two formats.**

9-10.RI.IKI.7 Evaluate the topic or subject in two diverse formats or media.

- . I can compare and contrast the same topic, subject, and/or theme in two formats.**

9-10.RI.IKI.8 Evaluate how reasoning and evidence affects the argument and specific claims in a text.

- . I can evaluate how reasoning and evidence affects the argument or claims in a text.**

9-10.RL.IKI.9 Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.

- . I can analyze related texts.
- . I can evaluate allusion.
- . I can evaluate how author draws on another text to provide a deeper understanding.

9-10.RI.IKI.9 Analyze a variety of thematically related texts of historical and literary significance for the way they address related topics, facts, and concepts.

- . I can analyze a variety of related texts (with historical and literary significance) on how they approach a topic.

9 9.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 9- 10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed. **10.RL.RRTC.10** Read and comprehend a variety of literature at the high end of the grades 9- 10 text complexity band independently and proficiently.

- . I can independently comprehend a variety of literature that is on grade level.

9.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed. **10.RI.RRTC.10** Read and comprehend a variety of literary nonfiction at the high end of the grades 9- 10 text complexity band independently and proficiently.

- . I can independently comprehend a variety of nonfiction that is on grade level.

SPEAKING AND LISTENING

9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

- . I can work cooperatively with others on a variety of grade level topics.**

9-10.SL.CC.2 Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.

- . I can use and judge multiple sources from diverse formats.
- . I can evaluate these sources for credibility.

9-10.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.

- . I can evaluate a speaker's point of view.
- . I can evaluate a speaker's reasoning.
- . I can evaluate a speaker's use of evidence and rhetoric.
- . I can identify fallacies or exaggerated evidence.

9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

- . I can present information so that listeners can follow the line of reasoning and organization.**

9-10.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

- . I can use visual media and displays to present interesting information.**

9-10.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

- . I can appropriately adapt a speech to a variety of contexts and tasks.
- . I can demonstrate a command of formal english in an oral presentation.

WRITING

9-10.W.TTP.1

- . I can introduce precise claim(s).
- . I can 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.
- . I can create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
- . I can provide a concluding statement or section that follows from and supports the argument presented.
- . I can use precise language and domain-specific vocabulary to manage the complexity of the topic.
- . I can establish and maintain a formal style and objective tone.

9-10.W.TTP.2

- . I can provide an introduction that is relevant to the rest of the text and effectively engages the audience.
- . I can organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
- . I can develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- . I can provide a concluding statement or section that follows from and supports the information or explanation presented.
- . I can use appropriate formatting, graphics, and multimedia to aid comprehension.
- . I can use precise language and domain-specific vocabulary to manage the complexity of the topic.
- . I can establish and maintain a formal style and objective tone.

9-10.W.TTP.3

- . I can engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters.
- . I can sequence events so that they build on one another to create a coherent whole.
- . I can create a smooth progression of experiences or events.
- . I can use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
- . I can provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- . I can use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- . I can establish and maintain an appropriate style and tone.

9-10.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.)

- . I can produce grade level clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

9-10.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 9-10.)

- . I can 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.**

9-10.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

- . I can use technology, including the Internet, to produce, to publish, to update, and to display information flexibly and dynamically.

9-10.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.

- . I can conduct and write research projects to answer a 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.

9-10.W.RBPK.8 Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

- . I can use multiple search terms to generate a variety of print and digital source.
- . I can integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

- . I can support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts.**

9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

- . I can write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.