**9th and 10th Grade English Standards and “I Can Statements”**

**Standard - CC.9-10.L.1.a** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Use parallel structure.
      - I can define and identify parallel structure.
      - I can demonstrate command of the conventions of standard English grammar and usage when writing.
      - I can incorporate parallel structure.
      - I can demonstrate command of the conventions of standard English grammar and usage when speaking.
      - I can use parallel structure.

**Standard - CC.2.OA.2** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
      - I can recognize various types of phrases:
        - noun
        - verb
        - adjectival
        - adverbial
        - participial
        - prepositional
        - absolute
        - I can.
      - I can identify types of clauses:
        - independent, dependent
        - noun, relative, adverbial
      - I can demonstrate command of the conventions of standard English grammar and usage when writing.
      - I can use various phrases and clauses to:
        - add variety and interest to writing
        - convey specific meanings in writing
Standard CC.9-10.L.2.a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
      - I can apply capitalization, punctuation, and spelling when writing.
      - I can recall rules for semicolon and colon use.
      - I can use a semicolon to link two or more closely related independent clauses.
      - I can use a conjunctive adverb to link two or more closely related independent clauses.

Standard CC.9-10.L.2.b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   b. Use a colon to introduce a list or quotation.
      - I can apply capitalization, punctuation, and spelling when writing.
      - I can recall the rules for colon use.
      - I can use a colon to introduce a list/quotation.

Standard CC.9-10.L.2.c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   c. Spell correctly.
      - I can apply capitalization, punctuation, and spelling when writing.

Standard CC.9-10.L.3a 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.
   a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.
      - I can understand how language functions in different contexts.
      - I can identify and understand various guidelines in style manuals.
      - I can recognize that the style of written work should be appropriate to the discipline and writing type.
         o I can apply knowledge of language to understand to:
         o understand how language functions differently in different contexts
         o make effective choice for meaning or soul
         o comprehend more fully when reading or writing
• I can write and edit work according to style manual guidelines, appropriate for the discipline and writing type.

**Standard CC.9-10.L.4.a** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

• I can identify words and phrases with multiple meanings.

• I can apply context clues (e.g. the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

• I can determine or clarify the meaning of unknown or multiple meaning words and phrases.

**Standard CC.9-10.L.4.b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

• I can recognize patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy)

**Standard CC.9-10.L.4.c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

• I can consult general and specialized reference materials (print and digital) to find:
  o Word pronunciation
  o Meaning
  o Part of speech
  o Etymology

**Standard CC.9-10.L.4.d** Verify the preliminary determination of the meaning of a word or phrase (e.g, by checking the inferred meaning in context or in a dictionary).

• I can choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown or multiple meaning word or phrase.

• I can verify preliminary determination of the meaning of a word or phrase (e.g, by checking inferred meaning in context or a dictionary)

• I can use word patterns that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy)

**Standard CC.9-10.L.5.a** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

  a.) Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.

  • I can recognize and understand the meaning of figurative language (e.g., euphemism, oxymoron)
- I can recognize and understand the different types of relationships of words.
- I can interpret the role of figurative language in the text.

**Standard CC.9-10.L.5.b** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  b.) Analyze nuances in the meaning of words with similar denotations.
- I can recognize and understand nuances in word meanings.
- I can analyze text’s use of language.
- I can analyze nuances of words with similar denotations to understand words in context.

**Standard CC.9-10.L.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- I can identify academic and domain specific words and phrases sufficient for:
  - Reading
  - Writing
  - Speaking and listening
- I can recognize and gather words and phrases important to comprehension or expression.
- I can define words and phrases important to comprehension of academic and domain specific words through:
  - Reading
  - Writing
  - Speaking and listening
- I can acquire and use appropriate contextual clues while independently gathering vocabulary knowledge.
- I can select appropriate resources to aid in gathering vocabulary knowledge.
- I can use general and domain-specific words and phrases at the college and career readiness level sufficient for:
  - Reading
  - Writing
  - Speaking and listening
- I can use appropriate contextual clues when demonstrating independence in gathering vocabulary knowledge by:
  - Contextual clues
  - Reference/resources
**Standard CC.9-10.R.I.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- I can define inference.
- I can identify strong and thorough textual evidence.
- I can discuss details the text uses to support textual analysis.
- I can analyze text in order to provide evidence of how the text explicitly uses details to support key ideas.
- I can draw inferences from the text to support textual analysis.
- I can cite strong and thorough textual evidence to support the text (explicit and inferred)

**Standard CC.9-10.R.I.2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

- I can identify the central idea within a text.
- I can identify specific details that support the development of the central idea as it:
  - emerges
  - is shaped
  - is refined
- I can analyze how the central idea of a text emerges, is shaped and refined by specific details.
- I can interpret how the text supports key ideas with specific details.
- I can provide an objective summary that includes how the central idea emerges, is shaped, and refined by specific details.
- I can summarize text.
**Standard CC.9-10.R.I.3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

- I can identify organizational patterns (e.g., cause/effect, chronological, sequential, order of importance, c/c and logical)
- I can identify paragraph development strategies (e.g., facts, statistics, examples, anecdotes)
- I can determine the main ideas or events.
- I can examine the strategies the author uses to:
  - introduce his points
  - develop his points
- I can analyze the author's use of organizational patterns and techniques to connect ideas and communicate an overall message.
- I can analyze the author's use of organizational patterns and techniques to connect ideas and communicate an overall message.
- I can analyze how the author unfolds analysis or series of ideas or events including the order in which the points are made, how they are introduced, and developed and connections drawn between them.

**Standard CC.9-10.R.I.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 (e.g., how the language of a court opinion differs from that of a newspaper).

- I can identify:
  - words and phrases
  - figurative words and phrases
  - connotative words and phrases
  - technical words and phrases in a text
- I can identify tone of a text.
- I can determine the meaning of words and phrases as they are used in a text, including:
  - figurative
  - connotative
  - technical meanings
I can analyze the cumulative effect of words choices on:
  o meaning
  o tone

**Standard CC.9-10.R.I.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

- I can identify text structures.
- I can identify main ideas.
- I can analyze how an author uses particular:
  o sentences
  o paragraphs or
  o larger portions
    To develop or refine:
    o ideas
    o claims

**Standard CC.9-10.R.I.6** Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

- I can identify author’s point of view or purpose.
- I can define rhetoric.
- I can identify rhetorical techniques.
- I can analyze the author's use of rhetoric.
- I can analyze the rhetorical techniques the author uses to express his/her point of view or purpose.
- I can support analysis with examples from the text.

**Standard CC.9-10.R.I.7** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

- I can identify media.
- I can recognize details emphasized in various sources.
- I can analyze different accounts of the same subject told in different mediums (e.g., a person's life story in both print and multimedia).
• I can determine emphasized details in various accounts of a subject told in different media.

**Standard CC.9-10.R.I.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

• I can identify false statements.

• I can define and identify fallacious reasoning.

• I can recognize valid reasoning.

• I can recognize relevant and sufficient evidence.

• I can delineate the argument and specific claims in a text.

• I can evaluate the argument in a text.

• I can evaluate the specific claim(s) in a text.

• I can assess:
  o the validity of reasoning
  o the relevance of the evidence
  o the sufficiency of the evidence

• I can distinguish between fallacious and valid reasoning.

**Standard CC.9-10.R.I.9** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s "Letter From Birmingham Jail"), including how they address related themes and concepts.

• I can identify seminal U.S. documents of historical and literary significance.

• I can identify the:
  o purpose
  o related themes and
  o concepts
  of U.S. documents of historical and literary significance.

• I can analyze seminal U.S. documents of historical and literary significance (e.g.,
  o Washington’s Farewell Address
  o Gettysburg Address
  o Roosevelt’s Four Freedoms speech
o King’s “Letter from Birmingham Jail”

- Including how they address:
  - related themes
  - concepts

**Standard CC.9-10.R.I.10** By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

- I can identify in literary non-fiction:
  - key ideas and details
  - craft and structure
  - integration of knowledge and ideas
    at appropriate complexity as seen in Standards 1-9 with scaffolding as necessary.

- I can comprehend independently in literary non-fiction:
  - key ideas and details
  - integration of knowledge and ideas
    at appropriate complexity as seen in Standards 1-9 with scaffolding as necessary.

**Standard CC.9-10.R.L.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- I can identify strong and thorough textual evidence.

- I can discuss details the text uses to support textual analysis.

- I can analyze text in order to provide evidence of how the text explicitly uses details to support key ideas.

- I can draw inferences from the text in order to understand how textual analysis is developed.

- I can cite strong and thorough textual evidence to support the text (explicit and inferred).
Standard CC.9-10.R.L.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

- I can identify the central idea or theme within a text.
- I can identify specific details that support the development of a theme or central ideas as it:
  - emerges
  - is shaped
  - is refined
- I can summarize.
- I can analyze how the theme or central idea of a text emerges, is shaped and refined by specific details.
- I can interpret how the text supports key ideas or themes with specific details.
- I can formulate an objective summary that includes how the central idea:
  - emerges
  - is shaped
  - is refined by specific details

Standard CC.9-10.R.L.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

- I can identify:
  - complex characters in a text
  - evidence in a text that makes the character complex
- I can identify conflicting motivations.
- I can identify the theme of a story.
- I can analyze how characters change over the course of the text.
- I can explain how characters’ motivations/traits affect the plot.
- I can analyze how the character(s)’:
  - conflicts
motivations
interactions
advance the plot or theme.

**Standard CC.9-10.R.L.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

- I can identify and determine the meanings of:
  - words and phrases
  - figurative words and phrases
  - connotative words and phrases
  in a text.

- I can identify words that impact meaning and tone.

- I can determine the meaning of words and phrases as they are used in a text.

- I can analyze the cumulative impact of specific word choice on meaning or tone.

**Standard CC.9-10.R.L.5** Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

- I can identify text structure.

- I can identify order of events in text.

- I can identify how an author manipulates time.

- I can describe the effect such as:
  - mystery
  - tension
  - surprise
  the author uses.

- I can analyze how an author’s:
  - choice of plot structure creates an effect
  - order of events within a text creates an effect
  - manipulation of time creates an effect
Standard CC.9-10.R.L.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

- I can identify point of view from outside the U.S.
- I can define cultural experience.
- I can distinguish difference between culture and cultural experience.
- I can identify the:
  - point of view or
  - cultural experience
- I can cite details or examples of the point of view or cultural experience.
- I can analyze the point of view or cultural experience using contrasting and/or supporting views from a wide array of other world literature.

Standard CC.9-10.R.L.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

- I can identify various artistic media.
- I can recognize the literary and artistic use of the terms “subject” & key scene.
- I can analyze how and why an artist/author chooses to represent a subject or scene.
- I can analyze why the artist/author emphasized ideas for effect.
- I can explain what is stressed or missing from a given representation in 2 different artistic media.

Standard CC.9-10.R.L.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

- I can identify theme or topic.
- I can distinguish between theme and topic.
- I can identify the difference between primary text and source material.
• I can identify allusion, metaphor, parable, and parody.

• I can analyze how an author draws on and transforms source maternal in a specific work.

• I can compare/contrast the treatment of similar themes or topics from two or more texts.

**Standard CC.9-10.R.L.10** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

• I can identify in literary text:
  o key ideas and details
  o craft and structure
  o integration of knowledge and ideas
  at appropriate complexity.

• I can comprehend in literary text:
  o key ideas and details
  o integration of knowledge and ideas
  at appropriate complexity.

**Standard CC.9-10.SL.1.a** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

  a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

• I can engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 9-10 topics and texts.

• I can reference evidence from texts and research to support comments and ideas.

**Standard CC.9-10.SL.1.b** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

  b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

• I can describe guidelines for collegial discussion.

• I can determine goals, deadlines, and individual roles for discussion groups.
• I can describe ways to make collaborative decisions (e.g., informal consensus)
• I can evaluate collegial discussions and decision making processes used.
• I collaborate to develop guidelines for successful discussion and decision making.
• I can follow agreed upon guidelines for discussion.

**Standard CC.9-10.SL.1.c** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

• I can identify key supporting ideas from reading and research as well as in context of larger themes and issues.
• I can know how to ask thought provoking questions.
• I can identify conclusions posed during discussions or in text.
• I can formulate opinions, ideas, and conclusions based on prior and new evidence.
• I can evaluate personal conclusions and the conclusions of others.
• I can pose and respond to questions by connecting to larger themes, issues, or contexts.
• I can engage others in discussions through questioning or responding to their ideas.
• I can question or respond to clarify, verify, or challenge conclusions posed by others.

**Standard CC.9-10.SL.1.d** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

• I can identify new information posed during discussion.
• I can compare and contrast opinions and facts posed by peers on the designated issue or topic.
• I can analyze evidence that supports personal opinions and ideas as well as those of others.
• I can respond thoughtfully to others’ remarks and arguments, summarizing points of agreement and disagreement.

• I can make connections to new evidence or reasoning posed to justify personal viewpoints.

**Standard CC.9-10.SL.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

• I can identify information from multiple sources presented in diverse media (e.g., visually, quantitatively, orally).

• I can define credibility.

• I can define accuracy.

• I can integrate multiple sources of information presented in:
  - diverse media
  - diverse formats (e.g., visually, quantitatively, orally)

• I can evaluate the credibility of each source.

• I can evaluate the accuracy of each source.

**Standard #: CC.9-10.SL.3** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

• I can define and identify:
  - fallacious reasoning
  - exaggerated evidence
  - distorted evidence

  in a speech.

• I can define and identify a speaker’s:
  - point of view
  - reasoning
  - use of rhetoric
  - use of evidence

• I can evaluate a speaker’s:
  - point of view
  - reasoning
  - use of evidence
  - use of rhetoric

• I can distinguish between fallacious and valid reasoning.
Standard CC.9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

- I can identify:
  - information
  - findings
  - supporting evidence

- I can recognize that representation of information is determined by analysis of:
  - purpose
  - audience
  - task

- I can recognize clear, concise, and logical presentation of information and findings.

- I can evaluate:
  - supporting evidence
  - logical organization
  - and
  - appropriate development
  - appropriate substance
  - appropriate style
  - for purpose, audience, and task.

- I can present:
  - information
  - findings
  - supporting evidence
clearly, concisely, and logically such that listeners can follow the line of reasoning and the:
  - organization
  - development
  - substance
  - style
are appropriate to:
  - purpose
  - audience
  - task
Standard CC.9-10.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

- I can identify digital media.
- I can evaluate the usefulness of digital media in presentations to enhance understanding of findings, reasoning, and evidence.
- I can evaluate the usefulness of digital media in presentations to add interest.
- I can use digital media strategically in presentations to:
  - enhance understanding
  - add interest

Standard CC.9-10.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)

- I can describe audience, situation, and purpose.
- I can identify qualities of formal and informal speech.
- I can describe formal and informal settings.

(The underpinning knowledge targets are found in Language Standards 1 and 3)

- I can evaluate audience needs (including perceptions and misconceptions)
- I can distinguish between formal and informal speech.
- I can analyze the situation to determine if it requires formal or informal language.
- I can speak effectively in a variety of situations.
- I can demonstrate correct language usage.
- I can adjust from informal to formal language when appropriate.
**Standard CC.9-10.W.1.a** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

- I can recognize organizational patterns in writing.
- I can define precise claim and counter claim.
- I can define and generate substantive topics or texts.
- I can determine method to introduce precise claim(s) and distinguish the claim(s) from alternate or opposing claims.
- I can select organizational structures that establish clear relationships among claim(s), counterclaims, reasons and evidence.

**Standard CC.9-10.W.1.b** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

- I can recognize relevant and sufficient evidence.
- I can define rhetorical audience.
- I can identify fair and unfair claims and counterclaims.
- I can explain audience awareness, including knowledge level and concerns.
- I can determine the relationships between claims and counterclaims.
- I can develop claims and counterclaims fairly.
- I can analyze the knowledge level and concerns of rhetorical audience.
- I can evaluate strengths and limitations of claims and counterclaims.

**Standard CC.9-10.W.1.c** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- I can recognize:
  - Transitional words, phrase, and clauses.
  - Formal style and objective tone
  - Concluding statements or sections that support the argument presented
- I can link major sections of the text and create cohesion using words, phrases and clauses.
I can clarify relationships 1) among claims and reasons, 2) between reasons and evidence, and 3) between claims and counterclaims using words, phrases and clauses.

**Standard CC.9-10.W.1.d** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- I can identify norms and conventions of disciplines used in writing.
- I can develop formal writing style and objective tone while attending to the norms and conventions of the discipline.

- I can recognize:
  - Transitional words, phrase, and clauses.
  - Formal style and objective tone
  - Concluding statements or sections that support the argument presented

**Standard CC.9-10.W.1.e** Provide a concluding statement or section that follows from and supports the argument presented.

- I can recognize:
  - Transitional words, phrase, and clauses.
  - Formal style and objective tone
  - Concluding statements or sections that support the argument presented

- I can plan a concluding statement or section that follows from and supports the argument presented.

- I can write an argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence which:
  - Introduces precise claims(s)
  - Distinguishes claims from alternate or opposing claims.
  - Creates organizational structures that establish clear relationships among claim(s), counterclaims, reasons and evidence.
  - Develop claim(s) and counterclaims fairly, with evidence.
  - Points out strengths and limitations of claims and counterclaims.
  - Anticipates the audience’s knowledge level and concerns.
  - Uses words, phrases and clauses to link sections of text, create cohesion, and clarify relationship.
  - Establishes and maintains formal style and objective tone.
  - Attends to the norms and conventions of the discipline.
  - Provides a concluding statement that follows from and supports the argument presented.
**Standard CC.9-10.W.2.a** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- I can identify:
  - Complex ideas
  - Appropriate formatting
  - Supporting details
  - Effective transitions
  - Precise language
- I can determine organization of complex ideas.
- I can evaluate appropriate:
  - Formatting
  - Graphics
  - Multimedia
  To aid comprehension
- I can write informative/explanatory text which:
  - Examines/conveys complex ideas, concepts, information.
  - Demonstrates clear and accurate information.
  Uses:
  - Effective selection
  - Organization
  - Analysis of content
- I can introduce a topic and:
  - Organize complex ideas, concepts, and information to make important connections and distinctions.
  - Include formatting, graphics and multimedia when useful to aiding comprehension.
**Standard CC.9-10.W.2.b** 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 select well-chosen, relevant, sufficient:
  - Facts
  - Definitions
  - Details
  - Quotations

  Appropriate to the audience’s knowledge of the topic.

- I can write informative/explanatory text which:
  - Examines/conveys complex ideas, concepts, information.
  - Demonstrates clear and accurate information.

  Uses:
  - Effective selection
  - Organization
  - Analysis of content

- I can develop the topic with:
  - Well-chosen, relevant, and sufficient facts
  - Extended definitions
  - Concrete details
  - Quotations
  - Other information
  - Examples

  Appropriate to the audience’s knowledge of the topic.

**Standard CC.9-10.W.2.c** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

- I can select appropriate and varied transitions that:
  - Link sections
  - Create cohesion
  - Clarify relationships among complex ideas/concepts.

- I can write informative/explanatory text which:
  - Examines/conveys complex ideas, concepts, information.
  - Demonstrates clear and accurate information.

  Uses:
  - Effective selection
  - Organization
  - Analysis of content

- I can use appropriate and varied transitions to:
  - Link the major sections of the text,
  - Create cohesion
Clarify the relationships among complex ideas and concepts

**Standard CC.9-10.W.2.d** Use precise language and domain-specific vocabulary to manage the complexity of the topic.

- I can identify:
  - Complex ideas
  - Appropriate formatting
  - Supporting details
  - Effective transitions
  - Precise language

- I can evaluate word choice for managing complexity of tone.
- I can write informative/explanatory text which:
  - Examines/conveys complex ideas, concepts, information.
  - Demonstrates clear and accurate information.
  - Uses:
    - Effective selection
    - Organization
    - Analysis of content

- I can use precise language and domain specific vocabulary to manage the complexity of the topic.

**Standard CC.9-10.W.2.e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- I can determine formal style and objective tone while attending to the norms and conventions of informative writing.

- I can write informative/explanatory text which:
  - Examines/conveys complex ideas, concepts, information.
  - Demonstrates clear and accurate information.
  - Uses:
    - Effective selection
    - Organization
    - Analysis of content

- I can establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
**Standard CC.9-10.W.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

- I can identify a conclusion for the topic that follows from and supports the information or explanation presented.

- I can determine an effective, supportive conclusion for the topic that follows from and supports the information or explanation presented.

- I can write informative/explanatory text which:
  - Examines/conveys complex ideas, concepts, information.
  - Demonstrates clear and accurate information.
  Uses:
    - Effective selection
    - Organization
    - Analysis of content

- I can provide a concluding statement or section that follows from and supports the information or explanation presented.

**Standard CC.9-10.W.3.a** Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- I can identify multiple points of view in narratives.

- I can analyze multiple points of view of various narratives

- I can write a narrative to develop real or imagined experiences or events that:
  - Engages the reader with a problem, situation, or observation and introduces a narrator and/or characters.
  - Establishes multiple points of view.
  - Uses techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, characters.
  - Uses a variety of transitions to develop a coherent sequence of events.
  - Uses appropriate precise, descriptive, and sensory language.
  - Includes a reflective conclusion that flows from what is experienced, observed, or resolved.
Standard CC.9-10.W.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

- I can define and identify multiple plot lines.
- I can analyze the use of multiple plot lines in narratives.
- I can design an organized sequence of events with dialogue to develop experiences, events, and/or characters.
- I can write a narrative to develop real or imagined experiences or events that:
  - Engages the reader with a problem, situation, or observation and introduces a narrator and/or characters.
  - Establishes multiple points of view.
  - Uses techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, characters.
  - Uses a variety of transitions to develop a coherent sequence of events.
  - Uses appropriate precise, descriptive, and sensory language.
  - Includes a reflective conclusion that flows from what is experienced, observed, or resolved.

Standard CC.9-10.W.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

- I can use a variety of techniques to logically and sequence and connect events.
- I can write a narrative to develop real or imagined experiences or events that:
  - Engages the reader with a problem, situation, or observation and introduces a narrator and/or characters.
  - Establishes multiple points of view.
  - Uses techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, characters.
  - Uses a variety of transitions to develop a coherent sequence of events.
  - Uses appropriate precise, descriptive, and sensory language.
  - Includes a reflective conclusion that flows from what is experienced, observed, or resolved.
**Standard CC.9-10.W.3.d** 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 define and identify multiple creative and personal writing techniques.
- I can use precise, descriptive, and sensory language to develop vivid images of experiences, events, setting, and characters.
- I can write a narrative to develop real or imagined experiences or events that:
  - Engages the reader with a problem, situation, or observation and introduces a narrator and/or characters.
  - Establishes multiple points of view.
  - Uses techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, characters.
  - Uses a variety of transitions to develop a coherent sequence of events.
  - Uses appropriate precise, descriptive, and sensory language.
  - Includes a reflective conclusion that flows from what is experienced, observed, or resolved.

**Standard CC.9-10.W.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

- I can analyze the relationships among experiences and events.
- I can develop conclusions that reflect on what is experienced, observed, or resolved in a narrative.
- I can write a narrative to develop real or imagined experiences or events that:
  - Engages the reader with a problem, situation, or observation and introduces a narrator and/or characters.
  - Establishes multiple points of view.
  - Uses techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, characters.
  - Uses a variety of transitions to develop a coherent sequence of events.
  - Uses appropriate precise, descriptive, and sensory language.
  - Includes a reflective conclusion that flows from what is experienced, observed, or resolved.
Standard CC.9-10.W.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 analyze the reason for writing a piece to decide on:
  - task
  - purpose
  - audience

- I can determine suitable:
  - idea development strategies
  - organization
  - style
  - appropriate to task purpose and audience

- (Additional underpinning reasoning targets are found Writing Standards 1,2,3,7,8,9)

- I can produce a writing piece that is clear and coherent with:
  - idea development
  - organization
  - style
  - appropriate to the task, purpose and audience

(Grade-specific expectations and writing types are found in Writing Standards 1-3)
Standard CC.9-10.W.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 on page 54)

- I can recognize how and when to:
  - plan
  - revise
  - edit
  - rewrite
  - try a new approach

- I can recognize significant information for the needs of:
  - audience
  - purpose

- I can edit for conventions of Writing demonstrating (see Language Standards 1-3 up to and including grade 9-10 on page 54)

- I can develop and strengthen writing as needed by:
  - planning
  - revising
  - editing
  - rewriting
  - trying a new approach

- I can determine focus on:
  - what is most significant for a specific purpose
  - what is significant for a specific audience
**Standard CC.9-10.W.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 define flexible (e.g. continually updated) and dynamic (e.g. continually progressing with intensity and vigor) display of information.
- I can determine appropriate information for links.
- I can critique my own or others’ products to update or maintain new and accurate information.
- I can use technology, including the Internet, to produce, revise, edit, and publish writing.
- I can demonstrate use of technology to update individual/shared writing.
- I can use technology to interact and collaborate with others for an intended purpose.
- I can demonstrate command of technology to link to appropriate sources of information.
- I can use technology to display information flexibly and dynamically.

**Standard CC.9-10.W.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- I can identify:
  - appropriate short and sustained research topics
  - multiple sources on the subject of the research
- I can use reference materials (both print and electronic material) appropriately,
- I can narrow or broaden the inquiry when appropriate.
- I can evaluate the credibility of sources,
- I can construct and refine research questions,
- I can synthesize information from multiple sources,
- I can conduct short and sustained research to answer a question (including a self-generated question) or solve a problem.
Standard CC.9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

- I can recognize authoritative digital and print sources.
- I can identify citations in standard formats.
- I can identify advanced search techniques.
- I can define and identify plagiarism.
- I can evaluate the usefulness/authoritative print of each source in answering the research question.
- I can integrate information into text selectively to:
  - maintain flow of ideas
  - avoid plagiarism
- I can perform an effective advanced search.
- I can gather relevant information from multiple print and digital sources.
- I can cite in standard formats.

Standard CC.9-10.W.9a Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

- I can identify key ideas and details which provide evidence to support conclusions.
- I can draw evidence from key ideas and details as support for research.
- I can analyze ideas and details in a text as evidence for support understanding of text.
- I can reflect on key ideas and details in a text as evidence for support understanding text.
**Standard CC.9-10.W.9b** Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

- I can identify key ideas and details which provide evidence to support conclusions.
- I can draw evidence from key ideas and details as support for research.
- I can analyze ideas and details in a text as evidence for support understanding of text.
- I can reflect on key ideas and details in a text as evidence for support understanding text.

**Standard CC.9-10.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- I can recognize:
  - task
  - audience
  - purposes
  - organizational structure
- I can determine when to write:
  - routinely over extended time frames (time for research, reflection, and revision)
  - routinely over shorter time frames (a single sitting or a day or two)
- I can determine organizational structure for a range of tasks, purpose, and audiences.
- I can write routinely over extended time frames (time for research, reflection, and revision)
- I can write routinely over shorter time frames (a single sitting or a day or two)