



# **“I CAN” STATEMENTS**

## **9TH & 10TH GRADE LITERATURE**

- I can cite strong and thorough textual evidence that supports my inferences and analysis of the text.
- I can determine the theme of a text.
- I can analyze the development of the theme throughout a text, including how it is shaped by specific details/events.
- I can give an object summary of a text.
- I can analyze how complex characters develop through the text, interact with other characters, advance the plot or develop the theme.
- I can determine the figurative and connotative meaning of works and phrases based on how they are used in a text.
- I can analyze the impact of word choice on the meaning or tone of a text.
- I can analyze how an author’s choices about text structure, event order and time manipulation create effects such as mystery, tension, or surprise.
- I can analyze a point of view or cultural experience as reflected in world literature.
- I can analyze the representation of a topic in two different mediums, including what is emphasized or missing in each.
- I can analyze how an author draws on source material from a specific work. (allusion)
- I can read and comprehend literature at the nine-ten grade span; reading literature appropriate to my grade level and skill.



# **“I CAN” STATEMENTS**

## **9TH & 10TH GRADE INFORMATIONAL TEXT**

- I can cite strong and thorough textual evidence that supports my inferences and analysis of the text.
- I can analyze the development of a central idea in a text, including how it emerges and is shaped through specific details/events.
- I can give an objective summary of the text.
- I can analyze how an author unfolds an analysis or series of events, and analyze connections from them.
- I can determine the figurative, connotative or technical meaning of words or phrases in a grade 9 or 10 text.
- I can analyze the impact of word choice on the meaning or tone of the text.
- I can analyze how an author’s ideas or claims are developed or refined by specific parts of the text.
- I can determine the author’s point of view in a text.
- I can determine the author’s purpose for writing a text.
- I can analyze how an author uses rhetoric to advance his point of view or purpose.
- I can analyze accounts of the same subject told in a different medium, determining which aspects are emphasized in which medium.
- I can specify and evaluate the argument and specific claims of a text.
- I can assess whether an author’s reasoning is valid and whether he has enough relevant evidence to support the claims he makes.
- I can identify false statements and fallacious reasoning.
- I can analyze significant historical documents based on how they address related themes and concepts.
- I can read and comprehend informational text appropriate for the grade 9-10 grade span.



# **“I CAN” STATEMENTS**

## **9TH & 10TH GRADE WRITING**

### **□ I can write arguments to support claims of substantive topics or texts, using valid reasoning, relevant and sufficient evidence, where I:**

- introduce precise claims, distinguish my claims from opposing claims and create an organization that establishes clear relationships,
- develop claims/counterclaims fairly, supplying evidence for and pointing out strengths and limitations of both sides
- use words, phrases and clauses to link sections of the text, create cohesion and clarify relationships
- establish and maintain a formal style and objective tone
- provide a concluding statement or section that flows from the presented argument

### **□ I can write an informative piece, which examines and conveys complex ideas/information through effective selection, organization and analysis of content, where I**

- introduce a topic, organize complex ideas to make connections and include formatting, graphics and multimedia when useful
- use well-chosen and relevant facts, definitions, details and quotations or other examples to develop the topic
- use appropriate, varied transitions to create cohesion and clarify relationships
- use precise language and vocabulary to manage the complexity of the topic
- establish and maintain a formal style and objective tone
- provide a concluding statement or section that supports the information presented.



# “I CAN” STATEMENTS

## 9TH & 10TH GRADE WRITING

- I can write a narrative to develop real or imagined events, using effective technique, details and well-structured sequence, where I:
  - set out a problem or situation, establish a point of view, introduce a narrator and/or characters and create a smooth progression of events
  - use dialogue, descriptions, pacing, reflection and multiple plot lines to develop events, experiences and characters
  - use a variety of techniques to sequence events so they build on one another
  - use precise words and phrases and sensory details and language to convey experiences
  - provide a conclusion that follows the form and reflects on the narrated events
  
- I can produce clear, coherent writing in which the development, organization and style are appropriate for ninth and tenth grade tasks, purposes and audiences.
  
- I can develop and strengthen my writing by planning, revising, editing and/or trying new approaches.
  
- I can focus on addressing a specific purpose and audience in my writing.
  
- I can use technology to produce, publish and update my own work and shared writing projects.



# **“I CAN” STATEMENTS**

## **9TH & 10TH GRADE WRITING**

- I can conduct short or sustained research projects, that answer a specific question or solve a problem.
  
- I can narrow or broaden my search when appropriate.
  
- I can synthesize multiple sources on a subject and demonstrate the subject under investigation.
  
- I can gather information from multiple sources (print and digital) and assess credibility and accuracy of those sources.
  
- I can integrate information into a text while maintaining flow of ideas and avoiding plagiarism.
  
- I can use evidence from literature to support analysis, reflection and research in my writing.
  
- I can use evidence from informational text to support analysis, reflection and research in my writing.
  
- I can write for a range of time, tasks, purposes and audiences.