

# "I Can" Mascoma Standards Grade 9-10 ELA

## I Can Read Literature

I can cite strong and thorough textual evidence that strongly supports my inferences and analysis of the text. 9.RL.1

I can determine the theme of a text. 9.RL.2-1

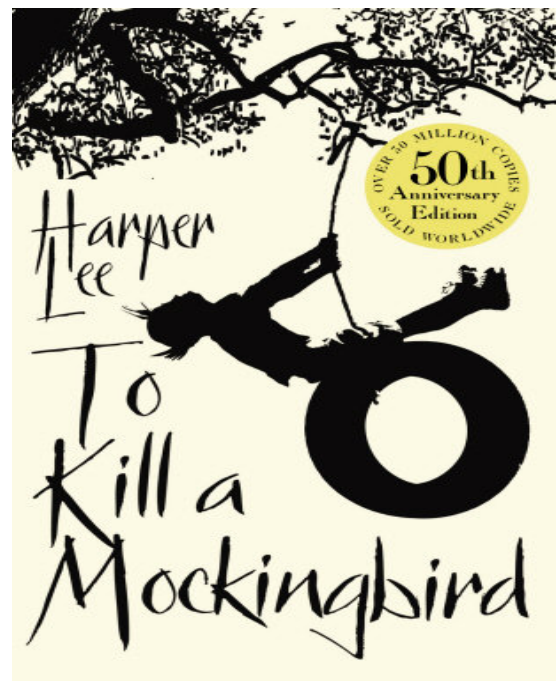
I can analyze the development of a theme throughout a text, including how it is shaped by specific details or events. 9.RL.2-2

I can give an objective summary of a text. 9.RL.2-3

I can analyze how complex characters develop throughout the text, interact with other characters, advance the plot, or develop the theme. 9.RL.3-1

I can determine the figurative and connotative meaning of words and phrases based on how they are used in a text. 9.RL.4-1

I can analyze the impact of word choice on the meaning or tone of a text. 9.RL.4-2



I can analyze how an author's choice about text structure, event order, and time manipulation create effects such as mystery, tension, or surprise. 9.RL.5-1

I can analyze a point of view or cultural experience as reflected in a work from outside the US. 9.RL.6

I can analyze the representation of a topic in two different mediums, including what is emphasized or missing in each. 9.RL.7

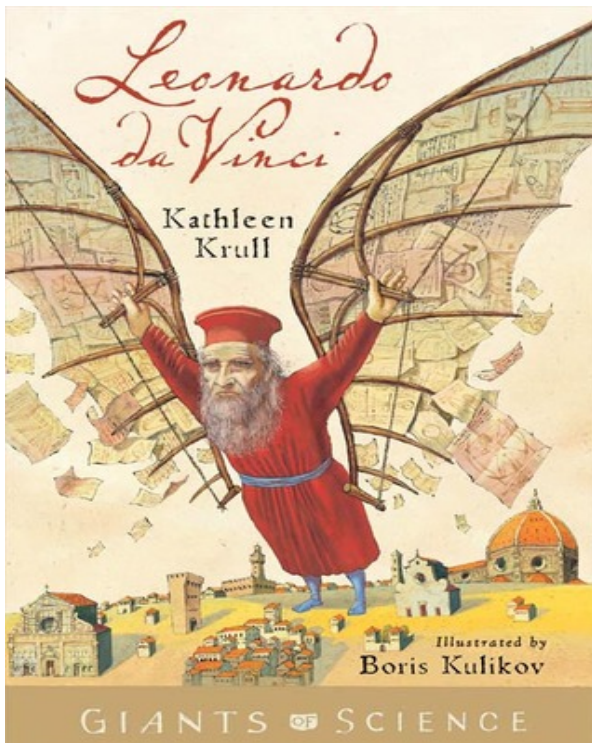
I can analyze how an author draws on or transforms source material from a specific work (allusion). 9.RL.9

I can read and comprehend literature in the ninth-tenth grade span. 9.RL.10

## I Can Read Informational Text

I can cite strong and thorough textual evidence that supports my inferences and analysis of the text. 9.RI.1

I can determine a central idea in a text, and analyze how it develops and emerges through details shared over the course of a text. 9.RI.2-1



I can give an objective summary of a text. 9.RI.2-2

I can understand how an author unfolds an analysis or series of events. 9.RI.3

I can determine the figurative, connotative, or technical meaning of words or phrases in a grade 9-10 text. 9.RI.4-1

I can analyze the impact of word choice on the meaning or tone of a text. 9.RI.4-2

I can analyze how an author's ideas or claims are developed or refined by specific parts of a text. 9.RI.5-1

I can determine the author's point of view in a text. 9.RI.6-1

I can determine the author's purpose for writing the text. 9.RI.6-2

I can explain how an author uses rhetoric to advance his point of view or purpose. 9.RI.6-3

I can analyze accounts of the same subject told in a different medium, determining which aspects are emphasized in which medium. 9.RI.7-1

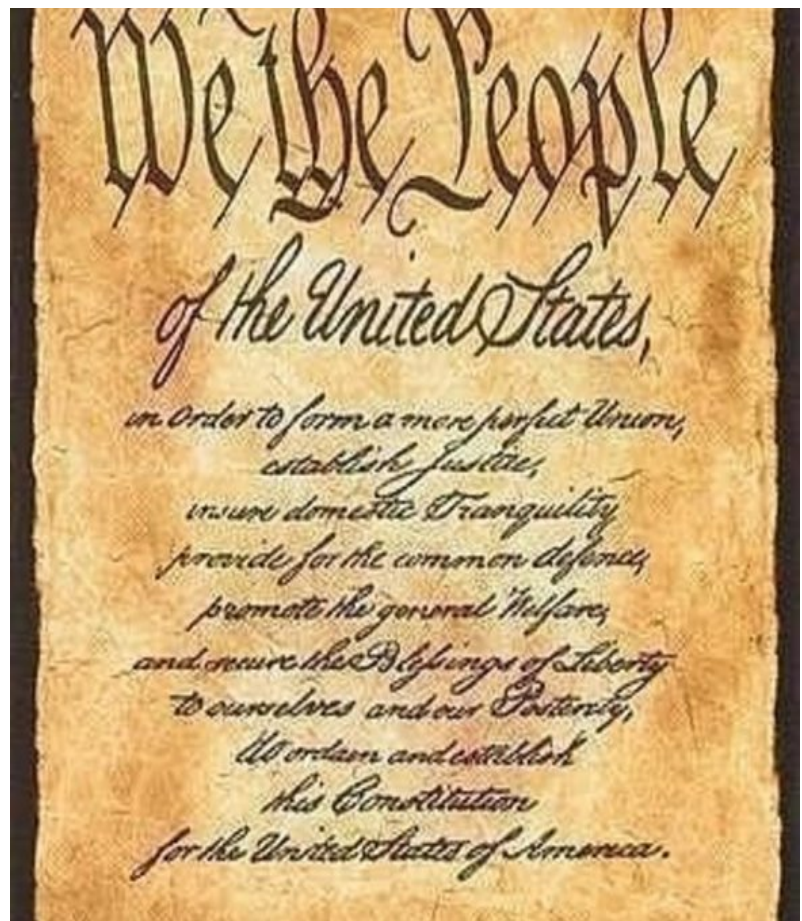
I can delineate and evaluate the argument and specific claims in a text. 9.RI.8-1

I can assess whether an author's reasoning is valid and whether he/she has enough relevant evidence to support the claims made in the text. 9.RI.8-2

I can identify false statements and fallacious reasoning. 9.RI.8-3

I can analyze seminal US documents based on how they address related themes and concepts. 9.RI.9-1

I can read and comprehend informational texts appropriate for the ninth-tenth grade span. 9.RI.10



## I Can Write

□ I can write an argument 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 and counter-claims 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 9.W.1

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

- introduce a topic, organize complex ideas to make connections, 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 9.W.2

□ I can write a narrative to develop real or imagined events, using effective technique, details, and a 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, events, settings, and characters
- provide a conclusion that follows the form and reflects on the narrated events. 9.W.3

I can produce clear, coherent writing in which the development, organization, and style are appropriate for ninth-tenth grade tasks, audiences, and purposes. 9.W.4

I can develop and strengthen my writing by planning, revising, editing and/or trying new approaches. 9.W.5-1

I can focus on addressing a specific purpose and audience in my writing. 9.W.5-2

I can use technology to produce, update, and publish my work, and shared writing projects. 9.W.6-1

I can conduct short or sustained research projects that answer a specific question or solve a problem. 9.W.7-1

I can narrow or broaden my search when appropriate. 9.W.7-2



I can synthesize multiple sources on a subject under investigation. 9.W.7-3

I can gather information from multiple sources (print and digital) and assess the credibility and accuracy of those sources. 9.W.8-1

I Can integrate information into a text while maintaining the flow of ideas and avoiding plagiarism. 9.W.8-2

I Can follow a standard format for citation in my work. 9.W.8-3

I Can use evidence from text to support analysis, reflection and research in my writing. 9.W.9-1

I Can write for a range of time, tasks, purposes and audiences. 9.W.10

## I Can Speak and Listen

I Can prepare for a class discussion and participate by referring to my findings during the discussion. 9.SL.1a

I Can follow agreed-upon rules for class discussions and track my progress toward my deadlines. 9.SL.1b

I Can propel a conversation by asking questions, incorporating others into a discussion, and clarifying or challenging the ideas of others. 9.SL.1c

I Can respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and justify or change my own views in light of new ideas and information. 9.SL.1d



I Can integrate multiple sources of information while evaluating the credibility and accuracy of each source. 9.SL.2

I Can evaluate a speaker's point of view, reasoning or use of evidence. 9.SL.3-1

I can identify fallacious reasoning or exaggerated evidence. 9.SL.3-2

I can clearly and concisely present important findings and supporting evidence so listeners can follow the line of reasoning. 9.SL.4-1

I can present information where the organization, development, substance, and style are appropriate to my purpose. 9.SL.4-2

I can strategically use digital media to enhance understandings and add interest. 9.SL.5-1

I can adapt my speech to a variety of tasks and contexts. 9.SL.6-1

I can demonstrate a command of formal English when appropriate. 9.SL.6-2

## I Can Use Conventions of English

I can use parallel structure. 9.L.1a

*Use the semicolon as a "super-comma" to separate the items of the list.*

*ex:*

*"I have a sister in Columbus, Ohio; another sister in Palm Springs, Florida; and a third sister in Oakland, California."*



wikiHow

I can use various types of phrases and clauses to convey meaning and add variety and interest to my writing. 9.L.1b

I can use a semicolon to link two or more related, independent clauses. 9.L.2a

I can use a colon to introduce a list or a quotation. 9.L.2b

I can use spell ninth-tenth grade words appropriately and

consult references as needed. 9.L.2c

- I can use an appropriate style manual to write and edit my work. 9.L.3
- I can use context clues to figure out word meaning. 9.L.4a
- I can identify and use patterns of word changes that indicate meaning or part of speech. 9.L.4b
- I can use reference materials to determine pronunciation, meaning, part of speech or etymology of a word. 9.L.4c
- I can verify what I think a word means by looking it up. 9.L.4d

I can interpret figures of speech in context. 9.L.5a-1

I can analyze the role of a figure of speech in a specific text. 9.L.5a-2

I can analyze nuances in the meaning of words with similar denotations. 9.L.5b



- I can distinguish among connotations and denotations of words. 8.L.5c
- I can use vocabulary appropriate to ninth-tenth grade topics. 9.L.6a
- I can use resources to gather word knowledge when needing a word important for comprehension or expression. 9.L.6b