

Ninth & Tenth Grade Language Arts Learning Targets - Common Core

Strand	Standard Statement	Learning Target	
Reading: Literature	1	I can cite strong and thorough textual evidence that supports my inferences and analysis of the text.	RL 1-1
	2	I can determine the theme of a text.	RL 2-1
	2	I can analyze the development of the theme throughout a text, including how it is shaped by specific details/events.	RL 2-2
	2	I can give an objective summary of a text.	RL 2-3
	3	I can analyze how complex characters develop through the text, interact with other characters, advance the plot, or develop the theme.	RL 3-1
	4	I can determine the figurative and connotative meaning of words and phrases based on how they are used in a text.	RL 4-1
	4	I can analyze the impact word choice on the meaning or tone of a text.	RL 4-2
	5	I can analyze how an author's choices about text structure, event order, and time manipulation, create effects such as mystery, tension, or surprise.	RL 5-1
	6	I can analyze a point of view or cultural experience as reflected in a work from outside the	RL 6-1

		US.	
	7	I can analyze the representation of a topic in two different mediums, including what is emphasized or missing in each.	RL 7-1
	8	Not applicable to literature.	
	9	I can analyze how an author draws on or transforms source material from a specific work. (allusion)	RL 9-1
	10	I can read and comprehend literature at the nine-ten grade span; reading literature appropriate to my grade level and skill.	RL 10-1
Reading:	1	I can cite strong and thorough textual evidence that supports my inferences and analysis of the text.	RI 1-1
Informational			
Text	2	I can determine a central idea in a text, and analyze how its development and how it emerges and is shaped through details.	RI 2-1
	2	I can give an objective summary of the text.	RI 2-2
	3	I can analyze how an author unfolds an analysis or series of events.	RI 3-1
	4	I can determine the figurative, connotative, or technical meaning of words or phrases in a grade 9 or 10 text.	RI 4-1
	4	I can analyze the impact of word choice on the meaning or tone of the text.	RI 4-2
	5	I can analyze how an author's ideas or claims are developed or refined by specific parts of the text.	RI 5-1
	6	I can determine the author's point of view in a text.	RI 6-1
	6	I can determine the author's purpose for writing a text.	RI 6-2
	6	I can analyze how an author uses rhetoric to advance his point of view or purpose.	RI 6-3
	7	I can analyze accounts of the same subject told in a different medium, determining which	RI 7-1

		aspects are emphasized in which medium.	
	8	I can delineate and evaluate the argument and specific claims of a text.	RI 8-1
	8	I can assess whether an author's reasoning is valid and whether he has enough relevant	RI 8-2
		evidence to support the claims he makes.	
	8	I can identify false statements and fallacious reasoning.	RI 8-3
	9	I can analyze seminal US documents based on how they address related themes and	RI 9-1
		concepts.	
	10	I can read and comprehend informational text appropriate for the grade 9-10 grade span.	RI 10-1
Writing	1	I can write arguments to support claims of substantive topics or texts, using valid	W 1-1
		reasoning, relevant, and sufficient evidence, where I:	
		a - introduce precise claims, distinguish my claims from opposing claims, and create an	
		organization that establishes clear relationships,	
		b - develop claims/counterclaims fairly, supplying evidence for and pointing out strengths	
		and limitations of both sides,	
		c - use words, phrases, and clauses to link sections of the text, create cohesion, and clarify	
		relationships,	
		d - establish and maintain a formal style and objective tone, and	
		e - provide a concluding statement or section that flows from the presented argument.	
	2	I can write an informative piece, which examines and conveys complex ideas/information	W 2-1
		through effective selection, organization, and analysis of content; where I,	
		a - introduce a topic, organize complex ideas to make connections, include formatting,	
		graphics, and multimedia when useful,	
		b - use well-chosen and relevant facts, definitions, details, and quotations, or other	

		examples to develop the topic,	
		c - use appropriate, varied transitions to create cohesion and clarify relationships,	
		d - use precise language and vocabulary to manage the complexity of the topic,	
		e - establish and maintain a formal style and objective tone, and	
		f - provide a concluding statement or section that supports the information presented.	
	3	I can write a narrative to develop real or imagined events, using effective technique, details, and well-structured sequence, where I:	W 3-1
		a - set out a problem or situation, establish point of view, introduce a narrator and/or characters, and create a smooth progression of events,	
		b - use dialogue, descriptions, pacing, reflection, and multiple plot lines to develop events, experiences, and characters,	
		c - use a variety of techniques to sequence events so they build on one another,	
		d - use precise words and phrases and sensory details and language to convey experiences, events, setting, and characters, and	
		e - provide a conclusion that follows the form and reflects on the narrated events.	
	4	I can produce clear, coherent writing in which the development, organization, and style are appropriate for ninth and tenth grade tasks, purposes, and audiences.	W 4-1
	5	I can develop and strengthen my writing by planning, revising, editing, and/or trying new approaches.	W 5-1
	5	I can focus on addressing a specific purpose and audience in my writing.	W 5-2
	6	I can use technology to produce, publish, and update my own work, and shared writing projects.	W 6-1
	7	I can conduct short or sustained research projects, that answer a specific question or solve a problem.	W 7-1

	7	I can narrow or broaden my search when appropriate.	W 7-2
	7	I can synthesize multiple sources on a subject and demonstrate the subject under investigation.	W 7-3
	8	I can gather information from multiple sources (print and digital) and assess credibility and accuracy of those sources.	W 8-1
	8	I can integrate information into a text while maintaining flow of ideas and avoiding plagiarism.	W 8-2
	8	I can follow a standard format for citation in my work.	W 8-3
	9a	I can use evidence from literature to support analysis, reflection, and research in my writing.	W 9a-1
	9b	I can use evidence from informational text to support analysis, reflection, and research in my writing.	W 9b-1
	10	I can write for a range of time, tasks, purposes, and audiences.	W 10-1
Speaking & Listening	1a	I can prepare for a class discussion and participate by referring to my findings during discussion.	SL 1a-1
	1b	I can follow agreed-upon rules for class discussions, track progress towards stated goals, and define individual roles if needed.	SL 1b-1
	1c	I can propel a conversation by asking questions, incorporating others into a discussion, and clarifying or challenging the ideas of others.	SL 1c-1
	1d	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.	SL 1d-1
	2	I can integrate multiple sources of information while evaluating the credibility and accuracy of each source.	SL 2-1
	3	I can evaluate a speaker's point of view, reasoning, or use of evidence.	SL 3-1

	3	I can identify fallacious reasoning or exaggerated evidence.	SL 3-2
	4	I can clearly and concisely present important findings and supporting evidence so listeners	SL 4-1
		can follow the line of reasoning.	
	4	I can present information where the organization, development, substance, and style are	SL 4-2
		appropriate to my purpose.	
	5	I can strategically use digital media to enhance understandings and add interest.	SL 5-1
	6	I can adapt my speech to a variety of tasks and contexts.	SL 6-1
	6	I can demonstrate a command of formal English when appropriate.	SL 6-2
Language	1a	I can use parallel structure.	L 1a-1
	1b	I can use various types of phrases and clauses to convey meaning and add variety and	L 1b-1
		interest to my writing.	
	2a	I can use a semicolon to link two or more related independent clauses.	L 2a-1
	2b	I can use a colon to introduce a list or quotation.	L 2b-1
	2c	I can spell correctly.	L 2c-1
	3a	I can use an appropriate style manual to write and edit my work.	L 3a-1
	4a	I can use context clues to figure out word meanings.	L 4a-1
	4b	I can identify and use patterns of word changes that indicate meaning/part of speech.	L 4b-1
	4c	I can use reference materials to determine pronunciation, meaning, part of speech, or	L 4c-1
		etymology of a word.	
	4d	I can verify what I think a word means by looking it up.	L 4d-1
	5a	I can interpret figures of speech in context.	L 5a-1
	5a	I can analyze the role of a figure of speech in a specific text.	L 5a-2
	5b	I can analyze nuances in the meaning of words with similar denotations (meanings).	L 5b-1

	6	I can use vocabulary appropriate to ninth and tenth grade topics.	L 6-1
	6	I can use resources to gather word knowledge when needing a word important for	L 6-2
		comprehension and/or expression.	