

# 9 10

## READING: LITERARY AND INFORMATIONAL TEXT

**I can cite textual evidence that strongly and thoroughly supports an analysis of what the text says and inferences it makes. (RL.9-10.1, RI.9-10.1)**

- I can recognize textual evidence and inferences.
- I can analyze text to cite textual evidence that is explicitly stated.
- I can analyze text to cite textual evidence that is inferred.
- I can evaluate the strength of textual evidence.
- I can evaluate the thoroughness of textual evidence.
- I can use correct MLA format for in-text citations and works cited pages.

**I can analyze literary and informational text development. (RI.9-10.2)**  
**I can determine the theme or central idea of a text and analyze their development, showing how they emerge and are shaped and refined by details. (RI.9-10.2)**

- I can objectively summarize a theme and include theme/story elements. (RI.9-10.2)
- I can objectively summarize a text and include central ideas and how details impact the ideas. (RI.9-10.2)
- I can define, understand, and recognize theme, central idea, and summary.
- I can recognize refinement and shaping of theme and central ideas in a text.
- I can analyze how a theme or central idea emerges in a text.
- I can distinguish between textual facts and opinions.

### Key Ideas and Details

**I can analyze how complex characters develop over the course of a text to advance plot or develop theme. (RI.9-10.3)**

- I can analyze how the interactions of a complex character with other characters advance plot or develop theme. (RI.9-10.3)
- I can understand and identify direct and indirect characterization.
- I can identify complex characters (e.g., those with multiple or conflicting motivations.)
- I can analyze how conflicting or multiple motivations reveal character, affect character development, and influence relationships in a text.

**I can analyze how an author unfolds an analysis or series of ideas/events in an informational text, including the order in which points are made, how points are introduced and developed, and the connections drawn between points in an informational text. (RI.9-10.3)**

- I can identify the order in which points are made, when points are introduced and developed, and where connections are drawn between points in an informational text.

**I can determine the figurative, literal, connotative, and technical meaning of words and phrases based on how they are used in a text. (RI.9-10.4)**

**I can analyze the cumulative impact of diction and specific word choices, including figurative, connotative, and technical, on meaning, mood, and tone. (RI.9-10.4)**

- I can identify words and phrases that have connotative, figurative, and technical meaning used in a text, recognizing several instances of similar word choices.
- I can determine the tone (formal, informal, positive, neutral, negative, etc.) and mood in a text, and interpret the relationship between diction and tone, mood, or meaning in a text.
- I can determine, interpret, clarify, or verify the figurative, literal, connotative, and technical meanings of words and phrases by using context clues, applying knowledge of Greek/Latin affixes and roots, making cultural and literary connections, and/or consulting reference materials.

**I can analyze how author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. (RI.9-10.5)**

- I can identify varied poetic, dramatic, and prose text structures and storytelling techniques.
- I can identify and understand varied literary effects, such as mystery, tension, or surprise.
- I can recognize when author's use text structures and storytelling techniques to produce a desired effect.

**I can analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. (RI.9-10.5)**

- I can identify types and structures of chapters, paragraphs, and sentences.
- I can identify an author's ideas or claims in an informational text.
- I can identify particular sentences, paragraphs, or larger portions of text that support main ideas and claims in an informational text.
- I can determine the role of particular sentences, paragraphs, or larger portions of text.

**I can analyze a particular point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (RI.9-10.6)**

- I can identify points of view, perspectives, and non-US cultural experiences in a text.
- I can understand and explain how the points of view, perspectives, or cultural experiences found in world literature reflect native society and culture.

**I can determine an author's perspective or purpose in an informational text. (RI.9-10.6)**

- I can analyze how an author uses rhetoric to advance his/her perspective or purpose.
- I can identify varied perspectives and purposes in informational texts.
- I can define rhetoric, identify rhetorical devices and strategies, and recognize them in a text.

### Craft and Structure

**I can analyze the representation and varied accounts of a subject or a key scene told in two or varied artistic mediums. (RI.9-10.7, RI.9-10.7)**

**I can determine what is emphasized or absent in the treatment of a subject or key scene in two different artistic mediums. (RI only)**

**I can determine which details are emphasized in varied media accounts of the same subject. (RI only)**

- I can identify a subject, key scene or accounts of the same subject represented in different artistic mediums, formats, and texts.
- I can compare and contrast accounts of the same subject or representations of a subject or key scene in different artistic mediums.

### Integration of Knowledge and Ideas

**I can delineate and evaluate the argument and specific claims made in a text and recognize when false statements and fallacious reasoning is used. (RI.9-10.8)**

**I can evaluate an argument by assessing whether the reasoning is valid and the evidence is relevant and sufficient. (RI.9-10.8)**

- I can define arguments, warrants, claims, and counterclaims made in a text.
- I can identify reasoning and evidence in a text.
- I can identify false statements and fallacies in a text.
- I can distinguish between valid and fallacious reasoning, relevant and irrelevant evidence, and sufficient and insufficient evidence to evaluate claims.

**I can analyze how an author alludes to or transforms source material (themes, topics, patterns of events, or character types, characters, settings, etc.). (RI.9-10.9)**

- I can identify source material (themes, patterns of events, and character types) from one author found in the work of another.
- I can recognize intertextual allusions.
- I can understand allusion and transformation.

**I can analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. (RI.9-10.9)**

- I can identify related themes and concepts in seminal U.S. literary and historical documents.
- I can recognize seminal U.S. documents of historical and literary significance.

### Range of Reading and Level of Text Complexity

**I can independently read and comprehend proficiently complex literature, literary nonfiction, and informational texts in the grades 9-10 complexity band, with scaffolding as needed at the high end of the range during ninth grade. (RI.9-10.10, RI.9-10.10)**

**I can build background knowledge and activate prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text. (RI.9-10.10)**

- I can identify grade-level texts and texts on my reading level (i.e. Lexile level).
- I can monitor my own comprehension.