**Reading Literature**

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 find details from the text to support my answers.
1. 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 describe the events that happen in a text.
* I can determine the author’s message or theme.
1. 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 determine a character’s traits based on his/her role in the text. I can identify similarities and differences between characters and between authors’/characters’ views.

1. 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 define the following literary techniques: allusion, dramatic irony, situational irony, symbolism, and verbal irony.
* I can determine when an author is using the techniques above.
* I can determine what effect a literary technique has on a text.
1. 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 define and identify plot, flashback, and foreshadowing.
* I can determine what effect these literary techniques have on a text.

**Writing**

1. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
* I can explain myself clearly in writing.
	1. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions.
* I can write an introduction paragraph that hooks my reader and states my claim.
	1. 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 find details from the texts to support my claims.
	1. 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 use transitions to help my writing flow from one idea to another.
	1. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
* I can use the literary terms correctly to help explain my ideas.
	1. 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 use formal language to express myself clearly.
	1. 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 write a conclusion paragraph that helps my paper feel finished and shows my reader why the topic is important.

**Speaking and Listening**

1. 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.
* I can state my opinion and defend it with supporting evidence.
* I can express my ideas clearly so that others understand my position.
* I can disagree with others in a respectful way.

**Language**

L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

* I can write in complete sentences.
* I can use words correctly.

L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

* I can use correct spelling, capitalization, and punctuation.
1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
* I can use context clues to figure out the meaning of a word.

L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

* I can interpret the meaning of figurative language.
* I can analyze how an author’s choice of words affects the meaning and/or feeling of a text.