

# I Can Statements: 9<sup>th</sup> Grade English

## Reading Literature

Utah Core Standard	I Can Statement
<p>RL 9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>I can recognize the difference between what the author states directly and what he/she implies in the text.</p> <p>I can determine if there is sufficient evidence to support what the text says.</p> <p>I can determine the quality of the evidence used to support what the text says.</p>
<p>RL 9.2 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</p>	<p>I can identify the theme(s) or central idea(s) of a text.</p> <p>I can explain how a theme is developed by specific details.</p> <p>I can summarize a text.</p>
<p>RL 9.3 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</p>	<p>I can explain how characters can have multiple or conflicting motivations.</p> <p>I can identify how characters change or develop over the course of a story.</p> <p>I can analyze the interactions of characters.</p> <p>I can explain how the characters advance the plot or develop the theme.</p>
<p>RL 9.4 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).</p>	<p>I can identify several types of figurative language in a text.</p> <p>I can identify connotative meanings of certain words in a text.</p> <p>I can identify how multiple words and phrases influence the meaning of a text.</p> <p>I can identify how multiple words and phrases influence the tone of a text.</p> <p>I can identify and show supports for the author's tone through multiple words and phrases in the text.</p>
<p>RL 9.5 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,</p>	<p>I can analyze how an authors uses structure to create effects such as mystery, tension, or surprise.</p> <p>I can analyze how an author uses events to create effects</p>

<p>flashbacks) create such effects as mystery, tension, or surprise.</p>	<p>such as mystery, tension, or surprise.</p> <p>I can analyze how an author uses time to create effects such as mystery, tension, or surprise.</p>
<p>RL 9.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p>I can analyze the point of view or cultural experience in a piece of literature from outside the United States.</p>
<p>RL 9.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus)</p>	<p>I can compare two different mediums about the same subject and compare and contrast how each represents that subject.</p>
<p>RL 9.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare)</p>	<p>I can recognize references to other well-known works that the author uses throughout a text.</p> <p>I can connect a specific author’s work to a prior well-known text.</p> <p>I can analyze how an author has transformed well-known texts into his own work.</p>
<p>RL 9.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently</p>	<p>I can read and comprehend varied texts with proficiency.</p>

## Reading Informational Texts

Utah Core Standard	I Can Statement
<p>RI 9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>I can recognize the difference between what the author states directly and what he/she implies in the text.</p> <p>I can determine if there is sufficient evidence to support what the text says. Qualify the strength and amount of the evidence to support the ideas presented in the story.</p> <p>I can determine the quality of the evidence used to support what the text says.</p>
<p>RI 9.2 Determine a central idea of a text and analyze 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.</p>	<p>I can find a central idea in a text.</p> <p>I can explain how specific details develop the central idea.</p> <p>I can explain how specific details reveal and define the central idea.</p>
<p>RI 9.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>I can explain how an author outlines an analysis in a text.</p> <p>I can explain how an author outlines a series of ideas or events in a text.</p> <p>I can determine the order in which the author's points are made in a text.</p> <p>I can determine how the author's points are introduced and developed in a text.</p> <p>I can determine how the author's key points in a text are connected.</p> <p>I can summarize a text.</p>
<p>RI 9.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	
<p>RI 9.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p>I can identify sentences or paragraphs that develop the author's ideas or claims.</p> <p>I can explain how larger sections or chapters develop and refine the author's ideas or claims.</p>

<p>RI 9.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>I can determine an author’s point of view or purpose in a text.</p> <p>I can recognize literary and stylistic techniques the author uses to support his own position.</p>
<p>RI 9.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p>I can read a variety of texts such as books, movies, and electronic sources on one subject and identify how they are similar and how they are different.</p> <p>I can determine important details in several accounts on the same subject.</p>
<p>RI 9.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	
<p>RI 9.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>	<p>I can compare historic U.S. documents and identify related themes and concepts.</p>
<p>RI 9.10 . By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently</p>	

## Writing

Utah Core Standard	I Can Statement
<p>W 9.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>I can write a claim(s) and support it with valid reasons and enough evidence to build an argument that analyzes a topic or a text.</p>
<p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence</p>	<p>I can write a clear claim(s) and distinguish it from a different or opposing claims.</p> <p>I can organize my argument to show clear connections between the claim(s), counterclaim(s), reasons and evidence.</p>
<p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p>	<p>I can provide evidence that supports both the claim(s) and the counterclaim(s) and points out the pros and cons of each.</p> <p>I can provide evidence in a way that anticipates what the audience is thinking about issues.</p>
<p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims</p>	<p>I can use words, phrases, and clauses to clearly show how claims, counterclaims, reasons, and evidence fit together.</p>
<p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>I can use formal words and language to write about an issue or topic.</p>
<p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>I can end my writing with a concluding statement that backs up the claims in my argument.</p>
<p>W 9.2 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</p>	<p>I can write a paper that conveys complex ideas and information.</p> <p>I can organize my information by choosing and studying my content carefully.</p>
<p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>I can organize complex ideas using a clear introduction.</p> <p>I can use concepts and information to make important connections and distinctions in my paper.</p>

b. 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 develop my paper using enough facts, well-explained definitions and details, quotations, and examples that are appropriate to my audience's knowledge.
c. 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 a variety of appropriate transitions to link major ideas of my paper and show connections between ideas and concepts.
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	I can use appropriate vocabulary and language that is specific to my topic to manage the difficulty of the subject.
e. 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 write a formal paper with an objective tone that uses the correct conventions for my subject area.
f. 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 that shows the importance of the information presented in my paper.
W 9.3 . Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	I can write a well-structured, detailed narrative about real or imagined events or experiences.
a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events	I can hook the reader by introducing a problem, situation, or observation.  I can hook the reader by setting up one or more points of view and introducing a narrator and/or characters. Demonstrate a variety of techniques to sequence events such as: flashback, foreshadowing, full-circle etc.  I can write events and experiences that progress smoothly and logically.
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters	I can write a narrative using techniques such as: dialogue, timing, description, reflection, and more than one plot line.
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole	I can arrange the events in my story in various ways and still be clear.
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	I can use precise words, details, and sensory language to create a mental picture in my narrative.
e. Provide a conclusion that follows from and reflects on	I can conclude my story by reflecting on

what is experienced, observed, or resolved over the course of the narrative.	what is experienced, observed, or resolved.
W 9.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	I can develop and organize clear and understandable writing which is appropriate for a specific task, purpose, and audience.
W 9.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience	I can develop and strengthen my writing by planning, revising, editing, and rewriting.  I can identify in my writing what is most significant for a specific purpose or audience.
W 9.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically	I can use technology to create, publish, and update writing, whether for individual or group projects.  I can use technology to link my writing to other information.  I can present information using a variety of media.
W 9.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
W 9.8 . Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	I can conduct an advanced search to gather relevant information from reliable print and digital sources. Assist students in conducting an advanced search of authoritative print and digital sources.  I can determine if a source is useful for answering a particular research question.  I can include information from sources that support my ideas without plagiarizing others’ words and ideas.  I can correctly cite my sources in the text or at the end of my paper.
W 9.9 . Draw evidence from literary or informational texts to support analysis, reflection, and research	
a. Apply grades 9–10 Reading standards to literature	

<p>(e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p>	
<p>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	
<p>W 9.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	

## Speaking and Listening

Utah Core Standard	I Can Statement
<p>SL 9.1 . 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</p>	<p>I can participate in a variety of discussions and express my ideas clearly and persuasively.</p>
<p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p>I can read and research multiple sources and use them in a thoughtful discussion.</p>
<p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>	<p>I can work with peers to create rules and set clear goals for group discussions and decision making.</p>
<p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p>I can ask questions and make comments that move the discussion to broader themes and ideas.</p> <p>I can actively include others in the discussion.</p> <p>I can clarify, verify, or challenge ideas and conclusions presented in a discussion.</p>
<p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>I can respond thoughtfully to others’ views and summarize points that I agree or disagree with.</p> <p>I can support my position in a discussion but can also make new connections based on evidence and others’ reasoning.</p>
<p>SL 9.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>I can examine sources of information presented visually, orally, or in numbers and evaluate the credibility and accuracy of each source.</p>
<p>SL 9.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>I can evaluate a speaker’s position on an issue.</p> <p>I can evaluate whether or not a speaker’s reasoning, evidence, and language is exaggerated or false.</p>

<p>SL 9.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>I can give a presentation that shares information and includes findings and supporting evidence from my research.</p> <p>I can present information in a clear, concise and logical manner.</p> <p>I can present information that is organized and developed in a style that fits that purpose, audience and task.</p>
<p>SL 9.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest</p>	<p>I can give a presentation where I purposely use digital media to support the understanding of my research.</p>
<p>SL 9.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	

## Language

Utah Core Standard	I Can Statement
L 9.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	I can use language correctly when writing or speaking.
a. Use parallel structure	I can define parallel structure and use it correctly.
b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	I can use various types of phrases and clauses to write or present ideas in an interesting way.
L 9.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	I can use a semicolon to link two or more closely related independent clauses.
b. Use a colon to introduce a list or quotation	I can use a colon to introduce a list or quotation.
c. Spell correctly	I can spell correctly.
L 9.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<p>I can identify how language works in different situations.</p> <p>I can identify ways that language choices influence meaning or style.</p> <p>I can identify ways that language choices help me understand what I read and hear.</p>
a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	I can follow the guidelines of a specific style manual.
L 9.4 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 a variety of strategies to determine what a word or phrase means.
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	I can determine the meaning of a word through context clues or by the way it is used in a sentence or text.

<p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy)</p>	<p>I can identify how altering parts of words can change their meanings and functions.</p> <p>I can correctly use alternate word endings to change the meanings of similar words.</p>
<p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>	<p>I can use reference material to find the pronunciation, the meaning, and the origin of unfamiliar words.</p>
<p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>I can guess at the meaning of a word and then double check to see if I am right by using a dictionary.</p>
<p>L 9.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>I can identify examples of figurative language.</p> <p>I can recognize how words relate to each other.</p>
<p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>	
<p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>I can recognize the slight differences in word meanings based on how they are used.</p>
<p>L 9.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>I can explain what general academic words are and use them in my writing.</p> <p>I can define words and phrases that are specific to language and arts and apply them in speaking and writing.</p> <p>I can use various resources to build my vocabulary and help me understand what I read or hear.</p>