



# SAN JUAN DEL SUR DAY SCHOOL

## GRADES 9-10 LANGUAGE ARTS LEARNING OUTCOMES



### Reading - Literature

<b>Key Ideas &amp; Details</b>	I can cite strong and thorough textual evidence to support an analysis of what the text says explicitly and inferences drawn from the text.
	I can 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.
	I can provide an objective summary of the text.
	I can 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.
<b>Craft and Structure</b>	I can determine the meanings of words or phrases used in a text, including figurative and connotative meanings.
	I can 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 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 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.
<b>Integration of Knowledge and Ideas</b>	I can 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).
	I can 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).
<b>Range of Reading and Level of Text Complexity</b>	By the end of year, I can independently read and comprehend grades 6-8 stories and poem proficiently.
	I can read a variety of diverse texts to understand multiple perspectives and viewpoints.
	I can choose an appropriate text for personal enjoyment, interest, and academic tasks.

### Reading - Informational Text

<b>Key Ideas &amp; Details</b>	I can cite strong and thorough textual evidence that most strongly supports an analysis what the text says explicitly, and inferences drawn from the text.
	I can determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
	I can objectively summarize an informational text in my own words, distinct from personal opinions or judgements.
	I can 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.
<b>Craft and Structure</b>	I can determine the meanings of words and phrases in nonfiction texts, including figurative, connotative, and technical meanings.
	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 (e.g., a section or chapter).
	I can 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).
	I can determine an author's point of view or purpose in a nonfiction text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
<b>Integration of Knowledge and Ideas</b>	I can 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.
	I can delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, and can identify false statements and fallacious reasoning.
	I can analyze influential documents and of historical and literary significance (e.g. Lincoln's Gettysburg Address, Gandhi's Quit India, Socrates Apology) including how they address related themes and concepts.
<b>Range of Reading and Level of Text Complexity</b>	By the end of year, I can read and comprehend grade 9-10 nonfiction texts, proficiently.
	I can choose an appropriate nonfiction text for personal enjoyment, interest, and academic tasks.



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### Writing

Text Type & Purposes - Opinion	I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	I can introduce precise claims, distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
	I can 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.
	I can 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.
	I can 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 conclusion statement or section that follows from or supports the argument presented.
Text Type & Purposes - Informative/Explanatory	I can write an informative/explanatory text to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	I can introduce a topic clearly in a statement or paragraph that provides a "road map" of the key topics or details.
	I can organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	I can 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 use appropriate and varied transitions to link the major sections of the text, to create cohesion and clarify the relationships among complex ideas and concepts.
	I can use precise language and domain-specific vocabulary to manage the complexity of the topic.
	I can 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 conclusion statement or section that follows from and supports the explanation I presented (e.g., articulating implications or the significance of the topic).
Text Type & Purposes - Narrative	I can write narratives and creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	I can 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 use literary and narrative techniques such as dialogue, description, pacing, rhythm, repetition, rhyme, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
	I can use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
	Use precise words and phrases, telling details, figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
	I can use a varied words to introduce dialogue instead of "said" that provide more detail (e.g. whispered, grunted, replied).
	I can provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text.).
Writing Process - Production and Distribution of Writing	I can produce clear, coherent, and organized writing in which the development and organization are appropriate to the task, purpose, and audience.
	I can use the writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	I can 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 appropriate keyboarding skills to type at least three pages of my writing in a single sitting.
Research to Build and Present Knowledge	I can 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.
	I can gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, assessing the usefulness of each source in answering the research question.
	I can integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	I can draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing	I can write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or day or two) for a range of tasks, purposes, and audiences.
	I can independently select writing topics and formats for personal enjoyment, interest, and academic tasks.



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### Speaking & Listening

Comprehension & Collaboration	I can come to discussions prepared to share my ideas because I have read or studied required material.
	I can engage effectively in a range of collaborative discussions with diverse partners on grade level topics, texts, and issues to stimulate a thoughtful, well-reasoned exchange of ideas.
	I can refer to evidence I have prepared or researched on the topic, text, or issue to probe and reflect on ideas discussed.
	I can build on others' ideas and express my own ideas clearly and persuasively.
	I can follow agreed-upon rules for discussion, set and track progress toward specific goals and deadlines, and define individual roles as needed.
	I can cooperate, mediate, and problem solve to make decisions appropriate for productive group discussions.
	I can pose questions that elicit elaboration, respond to others' questions with relevant observations and ideas, and actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
	I can 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.
	I can integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
	I can evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence
Presentation & Knowledge of Ideas	I can respect intellectual property when presenting information, findings, and supporting evidence clearly, concisely, and logically; listeners can follow my line of reasoning.
	I can present with organization, substance, and style in a manner that is appropriate to the purpose, audience, and task (e.g., persuasion, argumentation, debate).
	I can strategically 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.
	I can use appropriate eye contact, adequate volume, and clear pronunciation when presenting to a group.
	I can adapt my speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate.
	I can apply assessment criteria to evaluate oral presentations by myself and others.
Media Literacy	I can understand, analyze, and use different types of print, digital, and multimodal media.
	I can evaluate the content and effect of persuasive techniques used in different mass media.
	I can synthesize information and recognize categories, trends, and themes across multiple sources.
	I can demonstrate an understanding of ethics in mass communication and describe the characteristics of ethical and unethical behavior.
	I can recognize ethical standards and use safe practices in social and personal media communications, and understand the consequences of personal choices.
	I can create an individual or collaborative multimedia work , a remix of original work and the work of others, or a piece of digital communication for a specific purpose (e.g., to interpret or respond to a piece of literature, to represent thematic similarities between two literary works, to interact or collaborate globally, to critique a current event or social issue.)
	I can demonstrate understanding of copyright, principles of Fair Use, Creative Commons licenses, and the effect of genre on conventions of attribution and citation.



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### Language

Conventions of Standard English	Punctuation	I can demonstrate command of the conventions of standard English capitalization and punctuation when writing.
		I can use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
		I can use a colon to introduce a list or quotation.
	Grammar	I can use parallel structure.
		I 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.
	Spelling	I can spell correctly and use tools to check the spelling of words (e.g. dictionary, spell-check, peer-editing).
Knowledge of Language	I can 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.	
	I can 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.	
Vocabulary Acquisition & Use	I can use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
	I can identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	
	I can 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.	
	I can 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).	
	I can interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	
	I can analyze nuances in the meaning of words with similar denotations.	
	I can acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.	
I can demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		