

Read: Lit RL.9-10.1	I can cite textual evidence to support my analysis of literary text.	Read: Lit RL.9-10.1	I can draw literary inferences, based on textual evidence.	Read: Lit RL.9-10.1	I can cite evidence to support my analysis of American Indian literary texts.
Read: Lit RL.9-10.2	I can articulate a theme of a literary text.	Read: Lit RL.9-10.2	I can articulate a theme of an American Indian literary text.	Read: Lit RL.9-10.2	I can analyze the development of a theme over the course of a literary text.
Read: Lit RL.9-10.2	I can analyze how a theme emerges and is supported by literary text details.	Read: Lit RL.9-10.2	I can compose an objective summary of a literary text.	Read: Lit RL.9-10.3	I can analyze the development of complex literary characters.
Read: Lit RL.9-10.3	I can analyze complex American Indian characters.	Read: Lit RL.9-10.3	I can analyze how characters interact in a literary text.	Read: Lit RL.9-10.3	I can analyze how characters advance the plot of a literary text.
Read: Lit RL.9-10.3	I can analyze how characters contribute to literary theme development.	Read: Lit RL.9-10.4	I can determine the meaning of words in a literary text.	Read: Lit RL.9-10.4	I can determine the meaning of phrases within a literary text.
Read: Lit RL.9-10.4	I can interpret figurative meanings in a literary text.	Read: Lit RL.9-10.4	I can interpret literal meanings in a literary text.	Read: Lit RL.9-10.4	I can analyze the culminating impact of literary word choices.
Read: Lit RL.9-10.4	I can analyze how word choice impacts literary meaning and tone.	Read: Lit RL.9-10.4	I can analyze how language evokes a sense of literary time and place.	Read: Lit RL.9-10.4	I can analyze how language sets a formal literary tone.
Read: Lit RL.9-10.4	I can analyze how language sets an informal literary tone.	Read: Lit RL.9-10.5	I can analyze authorial choices in literary text structure.	Read: Lit RL.9-10.5	I can analyze authorial choices in ordering literary events.
Read: Lit RL.9-10.5	I can analyze authorial choices in manipulating literary time.	Read: Lit RL.9-10.5	I can analyze the development of parallel plots in literature.	Read: Lit RL.9-10.5	I can analyze the use of flashbacks in literature.
Read: Lit RL.9-10.5	I can analyze the use of flash forwards in literature	Read: Lit RL.9-10.5	I can analyze how authorial choices impact literary mood and tone.	Read: Lit RL.9-10.6	I can analyze a point of view portrayed in literary text.

Read: Lit RL.9-10.6	I can analyze cultural experiences portrayed in literary text.	Read: Lit RL.9-10.6	I can analyze a point of view from global literature.	Read: Lit RL.9-10.6	I can analyze cultural experiences from global literature.
Read: Lit RL.9-10.7	I can compare the representation of a literary topic in multiple mediums.	Read: Lit RL.9-10.7	I can compare the depiction of a key scene from literature in different mediums.	Read: Lit RL.9-10.9	I can analyze an author’s use of source information in a literary text.
Read: Lit RL.9-10.9	I can interpret allusions found within literature.	Read: Lit RL.9-10.9	I can interpret the use of classic literature references within texts.	Read: Lit RL.9-10.10	I can comprehend literature with grade level proficiency.
Read: Lit RL.9-10.10	I can comprehend stories with grade level proficiency.	Read: Lit RL.9-10.10	I can comprehend dramas with grade level proficiency.	Read: Lit RL.9-10.10	I can comprehend poems with grade level proficiency.
Read: Inform RI.9-10.1	I can analyze informational text, citing strong and thorough textual evidence.	Read: Inform RI.9-10.1	I can analyze the explicit meaning of informational text, citing textual evidence.	Read: Inform RI.9-10.1	I can analyze the inferred meaning of informational text, citing textual evidence.
Read: Inform RI.9-10.2	I can articulate a theme of informational text.	Read: Inform RI.9-10.2	I can explain how a theme emerges and is supported by informational text details.	Read: Inform RI.9-10.2	I can compose an objective summary of an informational text.
Read: Inform RI.9-10.3	I can analyze the development of a series of ideas in informational text.	Read: Inform RI.9-10.3	I can analyze the development of a series of events in informational text.	Read: Inform RI.9-10.3	I can investigate the points presented within an informational author’s writing.
Read: Inform RI.9-10.3	I can analyze the development of an informational writer’s arguments.	Read: Inform RI.9-10.3	I can analyze the content connections suggested by informational writers.	Read: Inform RI.9-10.4	I can determine the meaning of words in an informational text.
Read: Inform RI.9-10.4	I can interpret figurative meanings in an informational text.	Read: Inform RI.9-10.4	I can interpret connotative meanings in an informational text.	Read: Inform RI.9-10.4	I can interpret technical meanings in an informational text.
Read: Inform RI.9-10.4	I can analyze the culminating impact of informational word choices.	Read: Inform RI.9-10.4	I can analyze how word choice impacts informational meaning and tone.	Read: Inform RI.9-10.4	I can analyze how language differs within various types of informational text.

Read: Inform RL.9-10.5	I can analyze an author’s development of ideas within informational sentences, paragraphs or sections of text.	Read: Inform RL.9-10.5	I can analyze an author’s development of claims within informational sentences, paragraphs or sections of text.	Read: Inform RL.9-10.6	I can analyze the authorial point of view of informational text.
Read: Inform RL.9-10.6	I can analyze the authorial purpose of informational text.	Read: Inform RL.9-10.6	I can analyze the authorial point of view presented in texts by Montana American Indians.	Read: Inform RL.9-10.6	I can analyze the authorial point of view presented in texts about Montana American Indians.
Read: Inform RL.9-10.6	I can analyze how an author’s use of rhetoric shapes the point of view in informational text.	Read: Inform RL.9-10.6	I can analyze how an author’s use of rhetoric shapes the purpose in informational text.	Read: Inform RL.9-10.7	I can analyze various accounts of an informational subject told in different mediums.
Read: Inform RL.9-10.7	I can determine which details are emphasized in an account of an informational subject.	Read: Inform RL.9-10.8	I can delineate the argument and claims in an informational text.	Read: Inform RL.9-10.8	I can evaluate the argument and claims in an informational text.
Read: Inform RL.9-10.8	I can assess whether the reasoning presented in an informational text is valid.	Read: Inform RL.9-10.8	I can assess whether the reasoning presented in an informational text is supported by relevant evidence.	Read: Inform RL.9-10.8	I can identify false statements presented within informational text.
Read: Inform RL.9-10.8	I can identify fallacious reasoning within informational text.	Read: Inform RL.9-10.9	I can analyze seminal U.S. documents of historical and literary significance.	Read: Inform RL.9-10.9	I can compare how seminal U.S. documents address related themes and concepts.
Read: Inform RL.9-10.10	I can comprehend informational text with grade level proficiency.	Read: Inform RL.9-10.10	I can comprehend literary nonfiction with grade level proficiency.	Writing W.9-10.1	I can write arguments that support my analysis and claims of significant topics.
Writing W.9-10.1	I can write arguments that support my analysis and claims of significant texts.	Writing W.9-10.1	I can write arguments that support my analysis and claims of culturally diverse topics.	Writing W.9-10.1	I can write arguments based on valid reasoning and relevant, sufficient evidence.
Writing W.9-10.1a	I can present precise claims in my writing.	Writing W.9-10.1a	I can distinguish my presented claim from other alternate or opposing claims.	Writing W.9-10.1a	I can structure writing to clearly present the relationships between my claims and valid counterclaims.
Writing W.9-10.1a	I can structure writing to clearly present the relationships between my claims, reasons, and evidence.	Writing W.9-10.1b	I can develop claims and counterclaims fairly, supporting each with relevant evidence.	Writing W.9-10.1b	I can present the strengths and weaknesses of claims and counterclaims.

Writing W.9-10.1b	I can present claims and counterclaims in a manner that anticipates the audience’s knowledge level.	Writing W.9-10.1b	I can present claims and counterclaims in a manner that anticipates the audience’s concerns.	Writing W.9-10.1c	I can construct effective transitions using words, phrases, and clauses to link sections of my writing.
Writing W.9-10.1c	I can construct effective transitions that create cohesion in my writing.	Writing W.9-10.1c	I can construct effective transitions that clarify the relationships between my claims and reasons.	Writing W.9-10.1c	I can construct effective transitions that clarify the relationships between my reasons and evidence.
Writing W.9-10.1c	I can construct effective transitions that clarify the relationships between my claims and counterclaims.	Writing W.9-10.1d	I can establish and maintain a formal style appropriate for the discipline and my argument.	Writing W.9-10.1d	I can establish and maintain an objective tone appropriate for the discipline and my argument.
Writing W.9-10.1e	I can construct a conclusion that follows and supports the argument I have presented.	Writing W.9-10.2	I can write informative pieces to examine complex ideas, concepts and information.	Writing W.9-10.2	I can write explanatory pieces to examine complex ideas, concepts and information.
Writing W.9-10.2	I can effectively organize an essay.	Writing W.9-10.2	I can select complex ideas, concepts and information for an essay.	Writing W.9-10.2	I can present a complex analysis of content material in an essay.
Writing W.9-10.2a	I can introduce and make important connections and distinctions within a topic, using ideas, concepts, and information.	Writing W.9-10.2a	I can appropriately format a paper according to an assigned style.	Writing W.9-10.2a	I can integrate graphics into my written products as a method of increasing audience comprehension.
Writing W.9-10.2a	I can integrate multimedia into my written products as a method of increasing audience comprehension.	Writing W.9-10.2b	I can develop an informational topic with well-chosen, relevant and sufficient facts.	Writing W.9-10.2b	I can develop an informational topic with well-chosen, relevant and sufficient extended definitions.
Writing W.9-10.2b	I can develop an informational topic with well-chosen, relevant and sufficient concrete details.	Writing W.9-10.2b	I can develop an informational topic with well-chosen, relevant and sufficient quotations.	Writing W.9-10.2c	I can use appropriate and varied transitions in my informational writing.
Writing W.9-10.2d	I can integrate precise language appropriate for the complexity of my writing topic.	Writing W.9-10.2d	I can integrate domain-specific vocabulary appropriate for the complexity of my writing topic.	Writing W.9-10.2e	I can establish and maintain a formal style appropriate for the discipline and information.
Writing W.9-10.2e	I can establish and maintain an objective tone appropriate for the discipline and information.	Writing W.9-10.2f	I can construct a conclusion that follows and supports the information I have presented.	Writing W.9-10.2f	I can construct a conclusion that follows and supports the explanation I have presented.

Writing W.9-10.2f	I can integrate domain-specific vocabulary appropriate for the complexity of my writing topic.	Writing W.9-10.3	I can write narratives to develop real experiences or events.	Writing W.9-10.3	I can write narratives to develop imagined experiences or events.
Writing W.9-10.3	I can write narratives with effective technique and well-chosen details.	Writing W.9-10.3	I can write narratives with effective technique well-structured event sequences.	Writing W.9-10.3a	I can engage the reader by presenting a problem, situation, or observation in my narrative writing.
Writing W.9-10.3a	I can establish one or multiple points of view in my narrative writing.	Writing W.9-10.3a	I can create a narrator and characters in my narrative writing.	Writing W.9-10.3a	I can construct a smooth progression of experiences or events in my narrative writing.
Writing W.9-10.3b	I can use the narrative technique of dialogue in my writing.	Writing W.9-10.3b	I can use the narrative technique of story pacing in my writing.	Writing W.9-10.3b	I can use the narrative technique of thick description in my writing.
Writing W.9-10.3b	I can use the narrative technique of multiple plot lines in my writing.	Writing W.9-10.3c	I can use varied techniques to sequence events in my narrative writing so they build upon one another.	Writing W.9-10.3d	I can use precise words and phrases to convey vivid imagery within narrative experiences and events.
Writing W.9-10.3d	I can use precise words and phrases to convey vivid imagery within narrative settings.	Writing W.9-10.3d	I can use precise words and phrases to convey vivid imagery within narrative characters.	Writing W.9-10.3d	I can use telling details to convey vivid imagery within narrative experiences and events.
Writing W.9-10.3d	I can use telling details to convey vivid imagery within narrative settings.	Writing W.9-10.3d	I can use telling details to convey vivid imagery within narrative characters.	Writing W.9-10.3d	I can use sensory language to convey vivid imagery within narrative experiences and events.
Writing W.9-10.3d	I can use sensory language to convey vivid imagery within narrative settings.	Writing W.9-10.3d	I can use sensory language to convey vivid imagery within narrative characters.	Writing W.9-10.3e	I can construct a conclusion that follows and reflects upon what is experienced over the course of my narrative.
Writing W.9-10.3e	I can construct a conclusion that follows and reflects upon what is observed over the course of my narrative.	Writing W.9-10.3e	I can construct a conclusion that follows and reflects upon what is resolved over the course of my narrative.	Writing W.9-10.4	I can construct clear and coherent writing which has appropriate development, organization, and style for the assigned task.
Writing W.9-10.4	I can construct clear and coherent writing which has appropriate development, organization, and style for the assigned purpose.	Writing W.9-10.4	I can construct clear and coherent writing which has appropriate development, organization, and style for the assigned audience.	Writing W.9-10.5	I can strengthen my writing by completing planning, revising, editing, and rewriting stages of the writing process.

Writing W.9-10.5	I can strengthen my writing by focusing on my specific purpose for writing.	Writing W.9-10.5	I can strengthen my writing by focusing on my specific audience.	Writing W.9-10.6	I can use technology to produce, refine, and publish my written products.
Writing W.9-10.6	I can use technology, including the Internet, to update individual writing products.	Writing W.9-10.6	I can use technology, including the Internet, to update shared writing products.	Writing W.9-10.7	I can conduct a short research project to answer a research question.
Writing W.9-10.7	I can conduct a short research project to solve a problem.	Writing W.9-10.7	I can conduct an extended research project to answer a research question.	Writing W.9-10.7	I can conduct an extended research project to solve a problem.
Writing W.9-10.7	I can use critical thinking to narrow or broaden a research inquiry.	Writing W.9-10.7	I can synthesize multiple expert sources into a research project.	Writing W.9-10.7	I can analyze a research topic by presenting and comparing multiple expert sources.
Writing W.9-10.8	I can gather relevant information from multiple authoritative print and digital sources.	Writing W.9-10.8	I can use advance search techniques to identify multiple authoritative print and digital sources.	Writing W.9-10.8	I can assess the usefulness of research sources in answering a research question.
Writing W.9-10.8	I can selectively integrate source information, including in-text citations, to maintain the follow of my research ideas.	Writing W.9-10.8	I can appropriately acknowledge and cite source materials, using standard citation formats.	Writing W.9-10.8	I can appropriately acknowledge and cite source materials in order to avoid plagiarism.
Writing W.9-10.9	I can draw evidence from literary texts to support my analysis.	Writing W.9-10.9	I can draw evidence from literary texts to support my reflection.	Writing W.9-10.9	I can draw evidence from literary texts to support my research.
Writing W.9-10.9	I can draw evidence from informational texts to support my analysis.	Writing W.9-10.9	I can draw evidence from informational texts to support my reflection.	Writing W.9-10.9	I can draw evidence from informational texts to support my research.
Writing W.9-10.9	I can draw evidence from American Indian literary texts to support my analysis.	Writing W.9-10.9	I can draw evidence from American Indian literary texts to support my reflection.	Writing W.9-10.9	I can draw evidence from American Indian literary texts to support my research.
Writing W.9-10.9	I can draw evidence from American Indian informational texts to support my analysis.	Writing W.9-10.9	I can draw evidence from American Indian informational texts to support my reflection.	Writing W.9-10.9	I can draw evidence from American Indian informational texts to support my research.

Writing W.9-10.9a	I can research ways authors of grade level literary texts draw upon classic literary works.	Writing W.9-10.9b	I can research the reasoning and evidence used by authors of grade level literary nonfiction texts.	Writing W.9-10.9b	I can research false statements used by authors of grade level literary nonfiction texts.
Writing W.9-10.9b	I can research fallacious reasoning used by authors of grade level literary nonfiction texts.	Writing W.9-10.10	I can write routinely over extended time frames for a range of tasks.	Writing W.9-10.10	I can write routinely over extended time frames for a range of purposes.
Writing W.9-10.10	I can write routinely over extended time frames for a range of audiences.	Writing W.9-10.10	I can write routinely over short time frames for a range of tasks.	Writing W.9-10.10	I can write routinely over short time frames for a range of purposes.
Writing W.9-10.10	I can write routinely over short time frames for a range of audiences.	Speak--Listen SL.9-10.1	I can initiate and participate in a range of collaborative discussions.	Speak--Listen SL.9-10.1	I can initiate and participate in a range of collaborative one-on-one discussions.
Speak--Listen SL.9-10.1	I can initiate and participate in a range of collaborative group discussions.	Speak--Listen SL.9-10.1	I can initiate and participate in a range of collaborative teacher-led discussions.	Speak--Listen SL.9-10.1	I can initiate and participate in a range of collaborative discussions with diverse partners, building on others' ideas.
Speak--Listen SL.9-10.1	I can initiate and participate in a range of collaborative discussions with diverse partners, expressing my own ideas clearly and persuasively.	Speak--Listen SL.9-10.1a	I can adequately prepare for collaborative discussions by reading and researching material under study.	Speak--Listen SL.9-10.1a	I can demonstrate my discussion preparation by referring to evidence from texts and other research on the assigned topic or issue.
Speak--Listen SL.9-10.1a	I can demonstrate my discussion preparation by contributing to the thoughtful, well-reasoned exchange of ideas.	Speak--Listen SL.9-10.1b	I can collaboratively work with peers to establish rules for collegial discussions.	Speak--Listen SL.9-10.1b	I can collaboratively work with peers to establish rules for decision-making.
Speak--Listen SL.9-10.1b	I can collaboratively work with peers to establish clear goals and deadlines.	Speak--Listen SL.9-10.1b	I can collaboratively work with peers to establish individual roles and responsibilities.	Speak--Listen SL.9-10.1c	I can propel peer conversations by posing critical questions that relate to the current discussion, its broader themes or larger ideas.
Speak--Listen SL.9-10.1c	I can propel peer conversations by responding to critical questions that relate to the current discussion, its broader themes or larger ideas.	Speak--Listen SL.9-10.1c	I can actively incorporate others into discussions.	Speak--Listen SL.9-10.1c	I can propel peer conversations by posing critical questions that clarify ideas and conclusions.
Speak--Listen SL.9-10.1c	I can propel peer conversations by posing critical questions that verify ideas and conclusions.	Speak--Listen SL.9-10.1c	I can propel peer conversations by posing critical questions that challenge ideas and conclusions.	Speak--Listen SL.9-10.1c	I can propel peer conversations by responding to critical questions that clarify ideas and conclusions.

Speak--Listen SL.9-10.1c	I can propel peer conversations by responding to critical questions that verify ideas and conclusions.	Speak--Listen SL.9-10.1c	I can propel peer conversations by responding to critical questions that challenge ideas and conclusions.	Speak--Listen SL.9-10.1d	I can respond thoughtfully to diverse perspectives.
Speak--Listen SL.9-10.1d	I can respond thoughtfully to diverse perspectives, paying specific attention to culture.	Speak--Listen SL.9-10.1d	I can respond thoughtfully to diverse perspectives by summarizing points of agreement and disagreement.	Speak--Listen SL.9-10.1d	I can respond thoughtfully to diverse perspectives by qualifying or justifying my own views and understanding.
Speak--Listen SL.9-10.1d	I can respond thoughtfully to diverse perspectives by making new connections, in light of the evidence and reasoning presented.	Speak--Listen SL.9-10.2	I can integrate multiple sources of information found in diverse print and media formats into my presentations.	Speak--Listen SL.9-10.2	I can evaluate the credibility and accuracy of diverse print and media formats used in my presentations.
Speak--Listen SL.9-10.3	I can evaluate a speaker’s point of view and rhetoric.	Speak--Listen SL.9-10.3	I can evaluate a speaker’s reasoning and use of evidence.	Speak--Listen SL.9-10.3	I can evaluate a speaker’s use of culturally diverse contexts.
Speak--Listen SL.9-10.3	I can critique a speaker’s use of fallacious reasoning.	Speak--Listen SL.9-10.3	I can critique a speaker’s use of exaggerated or distorted evidence.	Speak--Listen SL.9-10.4	I can present information, findings and supporting evidence through clear and precise speaking.
Speak--Listen SL.9-10.4	I can present information, findings and supporting evidence in a logical manner that listeners are able to follow.	Speak--Listen SL.9-10.4	I can present information, findings and supporting evidence with appropriate organization, development, substance, and style.	Speak--Listen SL.9-10.4	I can speak in styles appropriate for specific tasks.
Speak--Listen SL.9-10.4	I can speak in styles appropriate for specific purposes.	Speak--Listen SL.9-10.4	I can speak in styles appropriate for specific audiences.	Speak--Listen SL.9-10.5	I can make strategic use of digital media in presentations to enhance understanding of my findings.
Speak--Listen SL.9-10.5	I can make strategic use of digital media in presentations to enhance understanding of my reasoning.	Speak--Listen SL.9-10.5	I can make strategic use of digital media in presentations to enhance interest in my presentation.	Speak--Listen SL.9-10.6	I can adapt my speech to a variety of contexts.
Speak--Listen SL.9-10.6	I can adapt my speech to a variety of tasks.	Speak--Listen SL.9-10.6	I can demonstrate mastery of formal English in speaking.	Language L.9-10.1	I can demonstrate command of the conventions of standard English grammar and usage when writing.
Language L.9-10.1	I can demonstrate command of the conventions of standard English grammar and usage when speaking.	Language L.9-10.1a	I can use parallel structure in my writing.	Language L.9-10.1b	I can use various types of phrases and clauses to convey specific meanings.

Language L.9-10.1b	I can use various types of phrases and clauses to create variety in sentence structures.	Language L.9-10.2	I can demonstrate command of the conventions of standard English capitalization when writing.	Language L.9-10.2	I can demonstrate command of the conventions of standard English punctuation when writing.
Language L.9-10.2	I can demonstrate command of the conventions of standard English spelling when writing.	Language L.9-10.2a	I can use a semicolon to link two or more closely related independent clauses.	Language L.9-10.2b	I can use a colon to introduce a list or quotation.
Language L.9-10.2c	I can spell correctly.	Language L.9-10.3	I can demonstrate an understanding of how language meaning and style function differently in various contexts.	Language L.9-10.3	I can make effective language choices to impact the meaning and style of my writing.
Language L.9-10.3	I can apply my knowledge of language to improve my comprehension when reading.	Language L.9-10.3	I can apply my knowledge of language to improve my comprehension when listening.	Language L.9-10.3a	I can adhere to writing and editing guidelines found in style manuals.
Language L.9-10.3a	I can select a writing and editing style appropriate for the discipline in which I am writing.	Language L.9-10.4	I can use a range of strategies to determine the meaning of unknown words and phrases.	Language L.9-10.4	I can use a range of strategies to clarify the meaning of multiple-meaning words and phrases.
Language L.9-10.4	I can investigate the role culture plays in the development of language and word meanings.	Language L.9-10.4a	I can use context clues to determine the meaning of a word or phrase.	Language L.9-10.4b	I can correctly transform a word into other parts of speech or related words.
Language L.9-10.4b	I can trace root word transformations in order to understand word meanings and patterns.	Language L.9-10.4c	I can consult general and specialized reference materials in print and digital formats to clarify word meanings.	Language L.9-10.4c	I can consult general and specialized reference materials in print and digital formats to clarify word pronunciations.
Language L.9-10.4c	I can consult general and specialized reference materials in print and digital formats to clarify the part of speech of a word.	Language L.9-10.4c	I can consult general and specialized reference materials in print and digital formats to clarify word etymology.	Language L.9-10.4d	I can verify my preliminary determination of a word meaning by using vocabulary strategies and resources.
Language L.9-10.5	I can analyze and interpret figurative language.	Language L.9-10.5	I can analyze and interpret word relationships.	Language L.9-10.5	I can investigate the nuances of word meanings.
Language L.9-10.5a	I can interpret figures of speech in context and analyze the role these expressions play in the text.	Language L.9-10.5a	I can interpret euphemisms found in text and analyze the impact they have on the text.	Language L.9-10.5a	I can interpret an oxymoron found in text and analyze the impact it has on the text.

Language
L.9-10.5b

I can analyze nuances in the meaning of words with similar denotative meanings.

Language
L.9-10.6

I can develop an academic vocabulary sufficient for reading, writing, speaking and listening at the college and career readiness level.

Language
L.9-10.6

I can develop a domain-specific vocabulary sufficient for reading, writing, speaking and listening at the college and career readiness level.

Language
L.9-10.6

I can demonstrate the ability to independently expand my vocabulary as needed for content comprehension.