



# English 9 Standards & Student Learning Targets

\*The highlighted standards and student learning targets are assessed for mastery within the course. All other standards are introduced to students within the course.

## Literature: Fiction

Grade: 9	Standard:	Student Learning Targets:
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"><li>I can cite text-based evidence that provides strong and thorough support for an analysis of literary text.</li></ul>
RL.9-10.2	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.	<ul style="list-style-type: none"><li>I can determine the theme or central idea of a literary text.</li><li>I can analyze the development of the theme or central idea over the course of the text (how it emerges and is shaped and refined by details).</li><li>I can objectively summarize a literary text.</li></ul>
RL.9-10.3	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.	<ul style="list-style-type: none"><li>I can analyze how complex characters develop, interact with other characters and advance the plot or theme.</li></ul>
RL.9-10.4	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).	<ul style="list-style-type: none"><li>I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings).</li><li>I can analyze the overall impact of word choice on meaning and tone.</li></ul>
RL.9-10.5	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, flashbacks) create such effects as mystery, tension, or surprise.	<ul style="list-style-type: none"><li>I can analyze how an author's choices about how to structure text, order events and manipulate time create intended effects.</li></ul>
RL.9-10.6	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.	<ul style="list-style-type: none"><li>I can analyze a specific point of view or cultural experience in world literature.</li></ul>
RL.9-10.7	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).	<ul style="list-style-type: none"><li>I can compare and contrast the representation of a subject or scene in two different mediums (including what is emphasized or absent in each treatment).</li></ul>
RL.9-10.9	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).	<ul style="list-style-type: none"><li>I can analyze how an author uses and transforms source material in a specific work.</li></ul>

<b>RL.9-10.10</b>	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. 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.	<ul style="list-style-type: none"> <li>• I can read grade-level texts proficiently and independently.</li> <li>• I can read above-grade literary texts with scaffolding and support.</li> </ul>
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## Informational Text: Nonfiction

Grade:	Standard:	Student Learning Targets:
<b>RI.9-10.1</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>• I can cite strong and thorough evidence to support an analysis of informational text.</li> </ul>
<b>RI.9-10.2</b>	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.	<ul style="list-style-type: none"> <li>• I can determine the theme or central idea of a text.</li> <li>• I can analyze the development of the theme or central idea over the course of the text (how it emerges and is shaped and refined by details).</li> <li>• I can objectively summarize an informational text.</li> </ul>
<b>RI.9-10.4</b>	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).	<ul style="list-style-type: none"> <li>• I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings).</li> <li>• I can analyze the overall impact of word choice on meaning and tone.</li> </ul>
<b>RI.9-10.5</b>	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).	<ul style="list-style-type: none"> <li>• I can analyze how author's ideas or claims are developed and refined by other sections of text (sentences, paragraphs, or larger portions of text).</li> </ul>
<b>RI.9-10.6</b>	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.	<ul style="list-style-type: none"> <li>• I can determine an author's point of view or purpose in informational text.</li> <li>• I can analyze how an author uses rhetoric to advance his/her point of view or purpose.</li> </ul>
<b>RI.9-10.10</b>	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.	<ul style="list-style-type: none"> <li>• I can read grade-level informational texts proficiently and independently.</li> <li>• I can read above-grade informational texts with scaffolding and support.</li> </ul>

## Writing:

Grade:	Standard:	Student Learning Targets:
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<b>W.9-10.1</b>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>	<ul style="list-style-type: none"> <li>I can write an analysis of substantive topics or texts, using valid reasoning and sufficient evidence.</li> </ul>
<b>W.9-10.2</b>	<p>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> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>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).</li> </ol>	<ul style="list-style-type: none"> <li>I can write informative/explanatory texts that convey complex ideas and concepts clearly and accurately, using content that is carefully selected, organized, and analyzed.</li> </ul>

<b>W.9-10.3</b>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>	<ul style="list-style-type: none"> <li>I can write narrative texts about real or imagined experiences using well-chosen details and effective event sequences.</li> </ul>
<b>W.9-10.4</b>	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.)	<ul style="list-style-type: none"> <li>I can produce clear and coherent writing appropriate to task, purpose and audience.</li> </ul>
<b>W.9-10.5</b>	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.	<ul style="list-style-type: none"> <li>I can use the writing process to focus on what is most significant for a specific purpose and audience.</li> </ul>
<b>W.9-10.6</b>	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.	<ul style="list-style-type: none"> <li>I can use technology to produce, publish, and update writing products that link to information and display information flexibly and dynamically.</li> </ul>
<b>W.9-10.7</b>	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.	<ul style="list-style-type: none"> <li>I can conduct research projects to answer a question or solve a problem.</li> <li>I can narrow or broaden my inquiry appropriately.</li> <li>I can synthesize multiple sources on a subject.</li> </ul>
<b>W.9-10.8</b>	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.	<ul style="list-style-type: none"> <li>I can gather relevant information from a variety of authoritative sources.</li> <li>I can use advanced searched effectively.</li> <li>I can assess the usefulness of each source in answering the research question.</li> <li>I can selectively integrate information into the text, maintaining the flow of the piece.</li> <li>I can follow a standard format for citation.</li> </ul>

<b>W.9-10.9</b>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply <i>grades 9–10 Reading standards</i> to literature (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]”).</li> <li>Apply <i>grades 9–10 Reading standards</i> 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”).</li> </ol>	<ul style="list-style-type: none"> <li>I can select evidence from literary informational texts to support analysis, reflection and research.</li> </ul>
<b>W.9-10.10</b>	<p>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>	<ul style="list-style-type: none"> <li>I can adjust my writing practices for different timeframes, tasks, purposes and audiences.</li> </ul>

## Speaking and Listening

Grade:	Standard:	Student Learning Targets:
<b>SL.9-10.1</b>	<p>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> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol>	<ul style="list-style-type: none"> <li>I can initiate effective discussions with diverse partners on grade 9-10 topics, texts, and issues.</li> <li>I can express my own ideas clearly and persuasively.</li> <li>I can build on other’s ideas.</li> </ul>

<b>SL.9-10.2</b>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	<ul style="list-style-type: none"> <li>I can integrate multiple sources of information in various media or formats.</li> <li>I can evaluate the credibility and accuracy of sources.</li> </ul>
<b>SL.9-10.3</b>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<ul style="list-style-type: none"> <li>I can evaluate a speaker's ideas.</li> <li>I can identify fallacious reasoning, exaggeration or distorted evidence.</li> </ul>
<b>SL.9-10.4</b>	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.	<ul style="list-style-type: none"> <li>I can present information clearly, concisely and logically for the appropriate purpose, audience and task.</li> </ul>
<b>SL.9-10.5</b>	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.	<ul style="list-style-type: none"> <li>I can strategically use digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</li> </ul>
<b>SL.9-10.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> <li>I can adapt my speech for a variety of contexts and tasks, using formal English when indicated or appropriate.</li> </ul>

## Language Arts

Grade:	Standard:	Student Learning Targets:
<b>L.9-10.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>Use parallel structure.*</li> <li>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.</li> </ol>	<ul style="list-style-type: none"> <li>I can use correct grammar and usage when writing or speaking.</li> </ul>
<b>L.9-10.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>Use a colon to introduce a list or quotation.</li> <li>Spell correctly.</li> </ol>	<ul style="list-style-type: none"> <li>I can use correct capitalization, punctuation and spelling to send a clear message to my reader.</li> </ul>
<b>L.9-10.3</b>	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. <ol style="list-style-type: none"> <li>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>)</li> </ol>	<ul style="list-style-type: none"> <li>I can use a style manual appropriate for the discipline and type of writing.</li> </ul>

	appropriate for the discipline and writing type.	
<b>L.9-10.4</b>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>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.</li> <li>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).</li> </ol>	<ul style="list-style-type: none"> <li>I can use a variety of strategies to determine the meaning of unknown or multiple-meaning words and phrases.</li> </ul>
<b>L.9-10.5</b>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>	<ul style="list-style-type: none"> <li>I can analyze figurative language, word relationships and nuances in word meanings.</li> </ul>
<b>L.9-10.6</b>	<p>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>	<ul style="list-style-type: none"> <li>I can accurately use 9<sup>th</sup>/10<sup>th</sup> grade academic vocabulary to express my ideas.</li> <li>I can use resources to build my vocabulary.</li> </ul>