



## **English 9**

**Course Description:** Students will use critical thinking to analyze how writers intentionally structure their texts, focusing on sentence and paragraph-level organization. They'll assess textual evidence for its validity, sufficiency, and relevance, learning to make informed and purposeful writing decisions. Using class texts as mentors, students will experiment with crafting their own writing to effectively communicate with a specific audience and purpose. The course also emphasizes developing word consciousness, encouraging students to be mindful of word choices and their impact on meaning.

### **Learning Targets**

#### **Domain: Reading**

Priority Standard: R.9-10.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)

- I can make logical inferences about topics based on details provided in a text.
- I can support claims/inferences about a topic or text with sufficient evidence from the text that supports their interpretation of the text's meaning.
- I can cite supporting details from a text to develop a summary of a text's literal meaning.

Priority Standard: R.9-10.2 Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)

- I can explain how a theme is developed within a selection of texts.
- I can cite evidence that shows how the author developed the theme, including examples of story elements used by the author.
- I can identify and summarize the central idea of an informational/nonfiction text.
- I can identify supporting key topics and main ideas that help develop the central idea.

Priority Standard: R.9-10.6 Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices).

- I can explain how an author's geographic location, identity, and culture affect perspective. (RI&RL)
- I can explain how an author's word choice affects the meaning, tone, and mood of a text.
- I can analyze the author's purpose in using various types of figurative language, including metaphors, similes, symbolism, and allusions.

Priority Standard L: R.9-10.7 Analyze how a subject and/or content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account (e.g., analyze the representation of a subject and/or content or key scene in two different formats). (RI&RL)

- I can analyze how two authors present opposing views on a shared issue.
- I can explain how bias or perspective influences each text.
- I can compare how two authors present the same idea using different structures or details.
- I can describe how each author's purpose affects how the topic is presented.
- I can explain how multiple texts helped me better understand a topic.

Priority Standard: R.9-10.8 Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. (RI)

- I can identify the central claim of a text.
- I can identify the supporting claims/reasons and evidence used to develop an argument.
- I can evaluate the effectiveness of the author's reasoning and evidence.

### **Domain: Writing**

Priority Standard: W.9-10.2 Write text in a variety of modes: a. Write arguments and literary analysis to support claims in an analysis of substantive topics or texts, using valid reasoning, literary theory, and relevant and sufficient evidence which 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. 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 analyze how authors use different structures (definition, compare/contrast, detail, sequence) to support ideas, including sentence structure and transition words.
- I can compose an argument and support my claims with evidence, including using facts, statistics, expert testimony, and source quotations.
- I can address counterclaims and explain their strengths and weaknesses.
- I can refute counterclaims by using counter-evidence, alternative perspectives, and/or contradictions.

Priority Standard: W.9-10.3 Create writing that utilizes: a. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text. b. Transitions: 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 engaging word choice and content to develop a clear introduction and thesis statement that connects the reader to the topic.
- I can write a sufficiently developed and cohesive paragraph.
- I can evaluate and differentiate between appropriate word choice and tone for a specific writing task, including figurative language.
- I can develop a conclusion that synthesizes key points, addresses larger implications, a call to action, raising a thought provoking question, and/or offering a resolution or solution.

Priority Standard: W.9-10.8 Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain

the flow of ideas, avoiding plagiarism and following a standard format for citation.

- I can compose a series of research questions to help gather diverse information on a topic.
- I can use online tools and resources to cite sources.
- I can evaluate the validity, sufficiency, and relevancy of my argument.
- I can use paraphrase skills to introduce sources.
- I can use information from more than one source to develop a topic or argument.

### **Domain: Speaking and Listening**

Priority Standard: SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly. c. Propel conversations by posing and engaging with 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. Promote multiple and divergent perspectives. d. Engage thoughtfully with diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify my own views and understanding and make new connections in light of the evidence and reasoning presented.

- I can participate and collaborate in group discussions.
- I can respectfully utilize discussion strategies to convey and express my differentiating ideas, views and perspectives: agree, disagree, question, connect, and devil's advocate.

### **Domain: Language**

Priority Standard: L.9-10.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word-solving strategies (for meaning) as appropriate.

- I can use context clues to interpret figurative language.
- I can use context clues to determine the meaning of a word.
- I can analyze the denotation and connotation of words used in sentences.

Priority Standard: L.9-10.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.

- I can utilize conventions of standard English by appropriately capitalizing, correctly punctuating clauses, and using apostrophes.
- I can explain how the use of specific words, phrases, and clauses in sentences changes or emphasizes meaning.