

English I(Grade 9) Promise Standards and Essential Learning Targets

Domain	Promise Standard	Essential Learning Targets
Language	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. L.9-10.1	<ul style="list-style-type: none"> ➤ I can demonstrate understanding of how language functions in different cultures, contexts, and disciplines. ➤ I can make effective choices when composing, creating, and speaking.
Language	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. L.9-10.5	<ul style="list-style-type: none"> ➤ I can demonstrate appropriate use of conventions of standard English grammar and usage when writing or speaking. ➤ I can discern when and where it is appropriate to use standardized English.
Language	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. L.9-10.6	<ul style="list-style-type: none"> ➤ I can demonstrate the appropriate use of conventions, grammar, and punctuation when writing. ➤ I can pose and respond to questions that add depth to discussions.
Reading	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) R.9-10.1	<ul style="list-style-type: none"> ➤ I can cite relevant textual evidence that strongly supports analysis of what the text says and make logical inferences. ➤ I can develop questions for further exploration.
Reading	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL) R.9-10.4	<ul style="list-style-type: none"> ➤ I can determine the meaning of words and phrases. ➤ I can analyze the impact of specific word choices on meaning, tone, and mood. ➤ I can examine technical or key terms and how language differs across genres.
Reading	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). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL) R.9-10.6	<ul style="list-style-type: none"> ➤ I can analyze how an author's point of view, perspective and purpose has an effect on the message of a text. ➤ I can explain how an author's geographic location, identity, and culture affects perspective.
Reading	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) R.9-10.7	<ul style="list-style-type: none"> ➤ I can 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.
Reading	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) R. 9-10.8	<ul style="list-style-type: none"> ➤ I can delineate and evaluate an argument and specific claims in a text. ➤ I can assess the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient.

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Speaking and Listening	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. SL.9-10.1	<ul style="list-style-type: none"> ➤ I can initiate and participate in collaborative discussions with diverse partners on topics, texts, and issues. ➤ I can listen actively, building on one another's ideas and expressing mine clearly.
Speaking and Listening	Propel conversations by posing and engaging with questions that relate to 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. SL.9-10.1c	<ul style="list-style-type: none"> ➤ I can pose and respond to questions that add depth to discussions. ➤ I can actively engage other students in discussion settings. ➤ I can acknowledge and encourage other perspectives in discussions.
Speaking and Listening	Present information, findings, and supporting evidence such that listeners can follow the reasoning and organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation. SL.9-10.1	<ul style="list-style-type: none"> ➤ I can present information, findings, and supporting evidence so that my listeners can follow my presentations. ➤ I can intentionally develop a presentation that is appropriate to the purpose, audience, and situation of my topic.
Speaking and Listening	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. SL.9-10.5	<ul style="list-style-type: none"> ➤ I can use different modes of digital media to present my research findings.
Writing	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. W.9-10.1	<ul style="list-style-type: none"> ➤ I can compose reflective, formal, and creative writing.
Writing	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. W.9-10.2a	<ul style="list-style-type: none"> ➤ I can write arguments and literary analysis using valid reasoning, literary theory, and relevant and sufficient evidence. ➤ I can create an organization which establishes clear relationships among claims, counterclaims, reasons, and evidence. ➤ I can develop claims and counterclaims fairly, supplying evidence for each while pointing out strengths and limitations for each while pointing out the strengths and limitations of both in a manner that anticipates the audience knowledge level and concerns.
Writing	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic. W.9-10.2b	<ul style="list-style-type: none"> ➤ I can write informative texts that examine and convey complex ideas, concepts, and information. ➤ I can organize complex ideas, concepts, and information. ➤ I can develop a topic with well-chosen, relevant, and sufficient facts, definitions, details, and quotations.

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Domain	Promise Standard	Essential Learning Targets
Writing	Develop and strengthen writing (collaboratively and individually) 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. W.9-10.5	<ul style="list-style-type: none">➤ I can develop and strengthen writing collaboratively and individually as needed by planning, revising, editing, rewriting, or trying a new approach.➤ I can write, focusing on what is most significant for a specific purpose and audience..
Writing	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation. W.9-10.7	<ul style="list-style-type: none">➤ I can conduct research to answer a question or solve a problem.➤ I can synthesize multiple sources.➤ I can demonstrate understanding of a subject under investigation.