

English I Promise Standards and Essential Learning Targets

Domain	Promise Standard	Essential Learning Targets
Language	Recognize standardized guidelines and style manuals exist for various disciplines (e.g., Modern Language Association [MLA] in English; American Psychological Association [APA] in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation (L9-10.1d)	➤ I can write and edit work so that it conforms to MLA format (L9-10.51d)
Language	Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate ((L.9-10.2a)	➤ I can determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade level reading and content. (L.9-10.2a)
Language	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.(L9-10.4)	➤ I can demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words. (L.9-10.4)
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. (L9-10.5)	➤ I can write and edit work so that it conforms to MLA format (L9-10.51d) ➤ I can write demonstrating appropriate conventions of standard English Grammar, including: clauses and phrases, capitalization, punctuation, and spelling (L9-10.5-6)
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 (L9-10.6)	➤ I can write demonstrating appropriate conventions of standard English Grammar, including: clauses and phrases, capitalization, punctuation, and spelling (L9-10.5-6)
Reading	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly or implicitly and make logical inferences; develop questions for further exploration. (RI&RL) (R.9-10.1)	➤ I can cite relevant text evidence that strongly supports an analysis of the text. (R. 9-10.1) ➤ I can make logical inferences. (R. 9-10.1)
Reading	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) (R.9-10.2)	➤ I can objectively and accurately summarize texts and literary elements to determine themes or central ideas (R. 9-10.2)
Reading	In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI) (R.9-10.3)	➤ I can, in literary texts, analyze how complex characters develop, interact with others, advance the plot, or develop a theme.(R. 9-10.3)
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)	➤ I can analyze how authors employ point of view, perspective, and purpose to shape a message. (R. 9-10.6)

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Reading	Analyze how a subject 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)	➤ 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 text. (R. 9-10. 7)
Reading	Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL) (R.9-10.9)	➤ I can evaluate and make connections to other texts, ideas, and perspectives, identities, eras, and personal experiences (R. 9-10.9)
Speaking and Listening	Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.(SL.9-10.1a)	➤ I can initiate and participate effectively in a range of discussions by coming to discussions prepared, working with peers, propelling and engaging with questions, and engaging thoughtfully with various perspectives. (SL. 9-10.1a-d)
Speaking and Listening	Work with peers to set norms for collegial discussions, decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views) and clear goals as needed. Reflect on progress as an individual and as a group. (SL.9-10.1b)	➤ I can initiate and participate effectively in a range of discussions by coming to discussions prepared, working with peers, propelling and engaging with questions, and engaging thoughtfully with various perspectives. (SL. 9-10.1a-d)
Speaking and Listening	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 (SL.9-10.1c)	➤ I can initiate and participate effectively in a range of discussions by coming to discussions prepared, working with peers, propelling and engaging with questions, and engaging thoughtfully with various perspectives. (SL. 9-10.1a-d)
Speaking and Listening	Engage thoughtfully with 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. (SL.9-10.1d)	➤ I can initiate and participate effectively in a range of discussions by coming to discussions prepared, working with peers, propelling and engaging with questions, and engaging thoughtfully with various perspectives. (SL. 9-10.1a-d)
Speaking and Listening	Analyze and synthesize multiple sources of information presented in diverse media or formats to determine credibility and accuracy of each source. (SL.9-10.2)	➤ I can analyze multiple sources of information presented in diverse media or formats (SL9-10.2)
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.9-10.4)	➤ I can present information findings and supporting evidence so listeners can follow the reading and organization (SL9-10.4) ➤ I can present information, findings and supporting evidence in a way that listeners can understand and respond to. (SL.9-10.4)
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)	➤ I can make strategic use of digital media in presentations to enhance understanding (SL9-10.5)
Writing	Write text in a variety of modes (W.9-10.2)	➤ I can write arguments and literary analysis to support claims. (W. 9-10.2)

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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 to support claims. (W. 9-10.2b) ➤ I can write informative texts that examine and convey complex ideas to support claims. (W. 9-10.2b)
Writing	Create writing that utilizes: 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. (W.9-10.3a)	<ul style="list-style-type: none"> ➤ I can create writing that utilizes appropriate organization, transitions, and word choice. (W. 9-10.3.a-c)
Writing	Create writing that utilizes: 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. (W.9-10.3b)	<ul style="list-style-type: none"> ➤ I can create writing that utilizes appropriate organization, transitions, and word choice. (W. 9-10.3.a-c)
Writing	Create writing that utilizes: Word Choice (including domain specific): Use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details and sensory language to convey a vivid picture of thoughts, ideas, and experiences. (W.9-10.3c)	<ul style="list-style-type: none"> ➤ I can create writing that utilizes appropriate organization, transitions, and word choice. (W. 9-10.3.a-c)
Writing	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) (W.9-10.4)	<ul style="list-style-type: none"> ➤ I can produce clear and coherent writing appropriate to the task. (W. 9-10.4)
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 as needed by planning, revising, editing, rewriting, or trying a new approach (W. 9-10.5)
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 projects to answer a question that is authentic, adjust inquiry when needed, synthesize multiple sources, and demonstrate an understanding of the subject. (W. 9-10.7)

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Domain	Promise Standard	Essential Learning Targets
Writing	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. (W.9-10.8)	➤ I can gather relevant information from multiple authoritative print and digital sources, use advanced searches, assess each source, and integrate the information into a text, avoid plagiarism, and follow a standard MLA citation format. (W. 9-10. 8)
Writing	Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 9-10 Reading standards) (W.9.10.9)	➤ I can draw evidence from literary or informational texts to support analysis, reflection, and research. (W. 9-10.9)