

Subject: English I/English II

Standard: [MS CCRS. RL.9.1/10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Prerequisite		
See standards for Grade 8		
Key Terms (vocabulary)	Definition	Student-friendly language
Textual evidence Analysis Inferences		
Key Verbs (skills)	Definition	Student-friendly language
Cite		
“I Can” statements in student-friendly language		
I can identify key ideas in a text. I can make logical assumptions using key ideas from the text. I can explain how key ideas support textual analysis.		
Essential		
What techniques did the author use to get his point across?		
Application		
After reading an assigned poem, students will write a poetry analysis paper.		

Standard: [MS CCRS. RL9.2/10.2](#) Determine the theme(s) or central idea(s) of a text and analyze in detail its development over the course of the text, including how details of a text interact and build upon one another to shape and refine the theme(s) or central idea(s); provide an accurate summary of the text based on this analysis

Prerequisite

See standards for Grade 8

Key Terms (vocabulary)	Definit on	Student- friendly language
Theme Central Idea Developm ent Details		
Key Verbs (skills)	Definit on	Student- friendly language
Determi ne		
“I Can” statements in student- friendly language		
I can identify the theme or central idea of a text. I can figure out how the theme or central idea develops. I can identify how specific details shape and develop the theme or central idea. I can summarize. I can analyze how the theme or central idea of a text emerges, is shaped and refined by specific details. <u>I can write an objective summary that includes how the central idea emerges. is</u>		
Essential		
What techniques does the author use to develop the theme?		
Application		
Write a paper on the different themes in <i>Julius Caesar</i> by William Shakespeare.		

Standard: [MS CCRS RL.9.3/10.3](#) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.

Prerequisite

See standards for Grade 8

Key Terms (vocabulary)	Definition	Student-friendly language
Complex Characters Plot Theme		
Key Verbs (skills)	Definition	Student-friendly language
Analyze		
“I Can” statements in student-friendly language		
I can identify complex characters in a text. I can identify evidence in a text that makes the character complex. I can identify how characters’ motivations and traits affect the plot. I can identify how complex characters advance the plot or develop the theme. I can analyze how characters change over the course of the text.		
Essential		
How does the author form and shape identities of characters in text?		
Application		
Students will analyze the development of the play in <i>The Glass Menagerie</i> .		

Standard: [MS CCRS RL.9.4/10.4](#) 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).

Prerequisite

See standards for Grade 8

Key Terms (vocabulary)	Definit on	Student- friendly language
Figurative Connotati on Denotatio n Word Choice		
Key Verbs (skills)	Definit on	Student- friendly language
Determi ne		
“I Can” statements in student- friendly language		
I can determine the meaning of words and phrases as they are used in a text. I can identify the feelings and emotions associated with words and phrases used in a text. I can determine the meaning of words and phrases as they are used in a text. I can explain how the author’s choice of words impacts the meaning and tone		
Essential		
What techniques did the author use to get his point across?		
Application		
After students have read “Mother to Son,” they will discuss how Langston Hughes purposely uses the connotative meaning of words to reveal the purpose of his poem. For example, when he writes that the carpet on the staircase is bare, he is actually talking about the effects of facing hardships alone throughout one’s life.		

Standard: [MS CCRS RL.9.5/10.5](#) 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.

Prerequisite		
See standards for Grade 8		
Key Terms (vocabulary)	Definit on	Student- friendly language
Text Structure Order of Events Manipulated Time Mystery Tension		
Key Verbs (skills)	Definit on	Student- friendly language
Analy ze		
“I Can” statements in student- friendly language		
I can identify text structure. I can identify order of events in text. I can identify how an author manipulates time. I can analyze how an author’s choice of plot structure creates an effect. I can analyze how an author’s order of events within a text creates an effect. I can analyze how an author’s manipulation creates an effect.		
Essential		
How is text structure used to develop the theme?		
Application		
Students will read “The Masque of the Red Death” by Edgar Allan Poe and discuss how the use of spatial order develops an emotional effect.		

Standard: [MS CCRS RL.9.6/10.6](#) 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.

Prerequisite		
See standards for Grade 8		
Key Terms (vocabulary)	Definit on	Student- friendly language
Point of View Cultural experience		
Key Verbs (skills)	Definit on	Student- friendly language
Analy ze		
“I Can” statements in student- friendly language		
I can identify point view from outside the United States. I can define cultural experience. I can distinguish difference between culture and cultural experience. I can cite details or examples of the point of view or cultural experience. I can analyze the point of view or cultural experience using contrasting and/or supporting views from a wide array of other word literature.		
Essential		
Why is it important to understand different cultures and points of view? How can I develop as a reader, writer, and speaker to communicate about events taking place in a global society?		
Application		
After reading <i>Things Fall Apart</i> by Chinua Achebe students will discuss how the culture that is reflected in the writing affects their understanding of the novel. Students will discuss how their own culture affects their understanding of		

Standard: [MS CCRS RL.9.7/10.7](#)

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).

Prerequisite		
See 8 th grade standards		
Key Terms (vocabulary)	Definition	Student-friendly language
☐ Representation ☐ Mediums ☐ Treatment		
Key Verbs (skills)	Definition	Student-friendly language
☐ Analy		
“I Can” statements in student-friendly language		
☐ I can identify various artistic media. ☐ I can recognize the literary and artistic use of the terms “subject” & key scene. ☐ I can analyze how and why an artist/author chooses to represent a subject or scene. ☐ I can analyze why the artist/author emphasized ideas for effect. ☐ I can explain what is stressed or missing from a given		
Essential		
☐ What did the author want me to get out of this piece?		
Application		
☐ The student will compare/contrast a play of Shakespeare’s to a work of Picasso’s.		

[MS CCRS RL.9.8/10.8](#) Not applicable to Literature

Standard [MS CCRS RL.9.9/10.9](#)

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).

Prerequisite		
See 8 th grade standards		
Key Terms (vocabulary)	Definition	Student-friendly language
☐ Source material ☐ Theme ☐ Shakespeare ☐ Ovid ☐ Bible		
Key Verbs (skills)	Definition	Student-friendly language
☐ Transforms		
“I Can” statements in student-friendly language		
☐ I can identify theme or topic. ☐ I can distinguish between theme and topic. ☐ I can identify the difference between primary text and source material. ☐ I can identify allusion, metaphor, parable, and parody. ☐ I can analyze how an author draws on and transforms source material in a specific work.		
Essential		
☐ How did the time period in which the work was written affect how and why it was written? ☐ How would the work be perceived in its own time period? ☐ How does placing the piece in the context of our time period affect its meaning and how it is perceived?		
Application		
☐ The student will examine how Shakespeare used the Bible in creating his creation of particular sonnets. Then examine how author’s and screenwriters today use		

Standard [MS CCRS RL.9.10/10.10](#)

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.

Prerequisite		
See 8 th grade standards		
Key Terms (vocabulary)	Definit on	Student- friendly language
☐ Stories ☐ Dramas ☐ Poem s ☐ Scaffolding		
Key Verbs (skills)	Definit on	Student- friendly language
☐ Comprehend		
“I Can” statements in student- friendly language		
☐ I can identify in literary text: ~ key ideas and details ~ craft and structure ~ integration of knowledge and ideas at appropriate complexity. ☐ I can comprehend in literary text: ~ key ideas and details integration of knowledge and ideas at appropriate complexity		
Essential		
☐ What are the key ideas? ☐ How do I apply the key ideas and themes?		
Application		
☐ The students will compare the themes of two short stories and create their own stories		

Standard [MS CCRS RI.9.1/10.1](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Prerequisite		
See Standards for Grade 8		
Key Terms (vocabulary)	Definition	Student-friendly language
Textual evidence Inferences		
Key Verbs (skills)	Definition	Student-friendly language
Cite		
“I Can” statements in student-friendly language		
☐ I can identify strong and thorough textual evidence. ☐ I can discuss details the text uses to support textual analysis. ☐ I can analyze text in order to provide evidence of how the text explicitly uses details to support key ideas. ☐ I can draw inferences from the text in order to understand how textual analysis is		
Essential		
What did the author want me to get out of this piece?		
Application		
Students will read a piece of literature and determine the difference between “strong evidence” and insufficient or unreliable details. Students will cite evidence, either formally or verbally, that supports a claim. They should be able analyze the piece of literature and offer insights that show they understand the author’s meaning that is		

Standard [MS CCRS RI.9.2/10.2](#)

Determine a central idea of a text and analyze in detail the development over the course of the text, including how details of text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based on this analysis.

Prerequisite		
See Standards for Grade 8		
Key Terms (vocabulary)	Definition	Student-friendly language
Central idea Objective summary		
Key Verbs (skills)	Definition	Student-friendly language
Determine Analyze Emerge Shape Refine		
“I Can” statements in student-friendly language		
☐ I can identify the central idea within a text.		
☐ I can identify specific details that support the development of the central idea as it: emerges, is shaped, and is refined		
☐ I can analyze how the central idea of a text emerges, is shaped and refined by specific details.		
☐ I can interpret how the text supports key ideas with specific details.		
☐ I can provide an objective summary that includes how the central idea emerges, is shaped, and refined by specific details.		
☐ I can summarize text.		
Essential		
How does reading influence us? Why do we need to evaluate what we read?		
Application		
Students will read a short story and determine theme. They should examine how theme		

provide details to support their claim. After completing the story, students will write an unbiased summary using key details from the story.

Standard [MS CCRS RI.9.3/10.3](#)

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Prerequisite		
See Standard for Grade 8.		
Key Terms (vocabulary)	Definition	Student-friendly language
Analysis Series Ideas Events		
Key Verbs (skills)	Definition	Student-friendly language
Analyze Introduced Develop		
“I Can” statements in student-friendly language		
☐ I can identify organizational patterns (e.g., cause/effect, chronological, sequential, order of importance, compare and contrast and logical) ☐ I can identify paragraph development strategies (e.g., facts, statistics, examples, anecdotes) ☐ I can determine the main ideas or events. ☐ I can examine the strategies the author uses to: ○ Introduce his points ○ Develop his points ☐ I can analyze the author’s use of organizational patterns and techniques to connect ideas and communicate an overall message. ☐ I can analyze how the author unfolds analysis or series of ideas or events		
Essential		
☐ What did the author want me to get out of this piece? ☐ What techniques did the author use to get his/her point across?		
Application		
Students will read a short story and determine theme. They should examine how theme is developed in the story and provide details to support their claim. After completing the		

details from the story. Students will use the same short story and examine how the author builds an opinion. Students should pay close attention to how the ideas are introduced, sequenced, and developed. Finding connections between ideas will be reviewed and discussed in class.

Standard [MS CCRS RI.9.4/10.4](#)

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).

Prerequisite		
See Standards for Grade 8		
Key Terms (vocabulary)	Definition	Student-friendly language
Meaning Figurative meaning Connotative meaning Technical meaning Cumulative meaning		
Key Verbs (skills)	Definition	Student-friendly language
Determine Analyze		
“I Can” statements in student-friendly language		
I can identify: ☐ Words and phrases ☐ Figurative words and phrases ☐ Connotative words and phrases ☐ Technical words and phrases in a text		
Essential		
☐ What did the author want me to get out of this piece? ☐ What techniques did the author use to get his/her point across?		
Application		
Students will read a biography of a famous individual and analyze the craft and structure		

Standard [MS CCRS RI.9.5/10.5](#)

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 of a chapter).

particular sentences, paragraphs, or larger portions of a text (e.g.,

Prerequisite		
See Standard for Grade 8.		
Key Terms (vocabulary)	Definit on	Student- friendly language
Author's ideas Detail Claims Sentenc es Paragrap		
Key Verbs (skills)	Definit on	Student- friendly language
Analyze Develop ed Refined		
“I Can” statements in student- friendly language		
☐ I can identify text structures. ☐ I can identify main ideas. ☐ I can analyze how an author uses particular: - o Sentences - o Paragraphs - o Larger portions ☐ To develop or refine: - o Ideas - o Claims		
Essential		
☐ What did the author want me to get out of this piece? ☐ What techniques did the author use to get his/her point across?		
Application		
Students will read a biography of a famous individual and analyze the craft and structure		

Standard [MS CCRS RI.9.6/10.6](#)

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.

Prerequisite		
See Standards for Grade 8.		
Key Terms (vocabulary)	Definition	Student-friendly language
Point of view Purpose Rhetoric		
Key Verbs (skills)	Definition	Student-friendly language
Determine Analyze		
“I Can” statements in student-friendly language		
☐ I can identify author's point of view or purpose. ☐ I can define rhetoric. ☐ I can identify rhetorical techniques the author uses to express his/her point of view or purpose. ☐ I can support analysis with examples from the text.		
Essential		
☐ What did the author want me to get out of this piece? ☐ What techniques did the author use to get his/her point across?		
Application		
Students will read a biography of a famous individual and analyze the craft and structure		

Standard [MS CCRS RI.9.7/10.7](#)

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Prerequisite		
See Standards for Grade 8.		
Key Terms (vocabulary)	Definition	Student-friendly language
Accounts Subject Mediums Print Multimedia		
Key Verbs (skills)	Definition	Student-friendly language
Analyze Determine		
“I Can” statements in student-friendly language		
☐ I can identify media. ☐ I can recognize details emphasized in various sources. ☐ I can analyze different accounts of the same subject told in different mediums (e.g., a person's life story in both print and multimedia). ☐ I can determine emphasized details in various accounts of a subject told in different media.		
Essential		
Can I determine differences between the same story told in different mediums?		
Application		
Watch a film version of a biography that has been read in class and discuss the		

Standard [MS CCRS RI.9.8/10.8](#)

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.

Prerequisite		
See Standards for Grade 8.		
Key Terms (vocabulary)	Definition	Student-friendly language
Argument Specific claims Reasoning Evidence False statements		
Key Verbs (skills)	Definition	Student-friendly language
Delineate Evaluate		
“I Can” statements in student-friendly language		
☐ I can identify false statements. ☐ I can define and identify fallacious reasoning. ☐ I can recognize relevant and sufficient evidence. ☐ I can delineate the argument and specific claims in a text. ☐ I can evaluate the argument in a text. ☐ I can evaluate the specific claim(s) in a text. ☐ I can assess: - o The validity of reasoning - o The relevance of the evidence - o The sufficiency of the evidence ☐ I can distinguish between fallacious and valid reasoning.		
Essential		
Can I evaluate arguments?		
Application		
Students will listen to and evaluate campaign speeches.		

Standard [MS CCRS RI.9.9/10.9](#)

Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

Prerequisite		
See Standards for Grade 8.		
Key Terms (vocabulary)	Definition	Student-friendly language
Seminal U.S. documents Historical significance Literary significance		
Key Verbs (skills)	Definition	Student-friendly language
Analyze Address		
“I Can” statements in student-friendly language		
☐ I can identify seminal U.S. documents of historical and literary significance. ☐ I can identify the following: ○ Purpose ○ Related themes ○ Related concepts of U.S. documents of historical and literary significance. ☐ I can analyze seminal U.S. documents of historical and literary significance such as ○ <i>Washington’s Farewell Address</i> ○ <i>Gettysburg Address</i> ○ <i>Roosevelt’s Four Freedom’s speech</i> ○ <i>King’s “Letter from Birmingham Jail”</i> ☐ I can analyze how seminal U.S. documents of historical and literary		
Essential		
Can I read a historical document and find a theme?		
Application		
Read the “Gettysburg Address” and address related themes and concepts.		

Standard [MS CCRS RI.9.10/10.10](#)

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.

Prerequisite		
See Standards for Grade 8.		
Key Terms (vocabulary)	Definit on	Student- friendly language
Literary nonfiction Text complexity band Scaffolding Range		
Key Verbs (skills)	Definit on	Student- friendly language
Rea d Compre he		
“I Can” statements in student- friendly language		
☐ I can identify in literary nonfiction: ○ Key ideas and details ○ Craft and structure ○ Integration of knowledge and ideas at appropriate complexity as seen in Standards 1–9 with scaffolding as necessary.		
☐ I can comprehend independently in literary non- fiction: ○ Key ideas and details ○ Integration of knowledge and ideas At appropriate complexity as seen in Standards 1–9 with scaffolding as necessary.		
Essential		
Can I read and understand complex nonfiction?		
Application		
Read the “Gettysburg Address” and address related themes and concepts.		

Standard [MS CCRS W.9.1/10.1](#)

Writing arguments to support claims in an analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence.

Standard [MS CCRS W.9.1a/10.1a](#)

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.

Prerequisite		
See 8 th grade standards.		
Key Terms (vocabulary)	Definition	Student-friendly language
Concluding statements, argument		
Key Verbs (skills)	Definition	Student-friendly language
Provide, support		
“I Can” statements in student-friendly language		
☐ I can recognize: - o Transitional words, phrase, and clauses. - o Formal style and objective tone - o Concluding statements or sections that support the argument presented ☐ I can plan concluding statements or section that follows from and supports the argument presented. ☐ I can write an argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence which: - o Introduces precise claims(s) - o Distinguishes claims from alternate or opposing claims. - o Creates organizational structures that establish clear relationships among claim(s), counterclaims, reasons and evidence. - o Develop claim(s) and counterclaims fairly, with evidence. - o Points out strengths and limitations of claims and counterclaims. - o Anticipates the audience’s knowledge level and concerns.		
Essential		
☐ How do writers develop a well written product?		
Application		
☐ Have students use the following prompt to write a persuasive argument.		

Your city/town has imposed a 9 p.m. curfew for all students under 16. Write to persuade local officials to keep or change the curfew.

Standard [MS CCRS W.9.1b/10.1b](#)

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.

Prerequisite		
See 8 th grade standards.		
Key Terms (vocabulary)	Definition	Student-friendly language
Claims, counterclaims, evidence, strengths, limitations, knowledge levels, concerns		
Key Verbs (skills)	Definition	Student-friendly language
Develop, supply evidence, anticipate		
“I Can” statements in student-friendly language		
☐ I can recognize relevant and sufficient evidence. ☐ I can define rhetorical audience. ☐ I can identify fair and unfair claims and counterclaims. ☐ I can explain audience awareness, including knowledge level and concerns. ☐ I can determine the relationships between claims and counterclaims. ☐ I can develop claims and counterclaims fairly. ☐ I can analyze the knowledge level and concerns of rhetorical audience.		
Essential		
☐ How do we evaluate writing?		
Application		
☐ Students write an expository essay responding to the prompt: How we are often foils of the friends that we choose? What do they embody that		

Standard [MS CCRS W.9.1c/10.1c](#)

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.

Prerequisite		
See 8 th grade standards.		
Key Terms (vocabulary)	Definition	Student-friendly language
Words, phrases, clauses, cohesion, relationships, claims, evidence, counterclaim		
Key Verbs (skills)	Definition	Student-friendly language
Link, create, clarify		
“I Can” statements in student-friendly language		
☐ I can recognize: - o Transitional words, phrase, and clauses. - o Formal style and objective tone - o Concluding statements or sections that support the argument presented ☐ I can link major sections of the text and create cohesion using words, phrases and clauses		
Essential		
☐ Why is writing grammatically correct imperative to communicating with your		
Application		
☐ Students develop and present a Problem Based Learning product, e.g., website chronicling the life of a world leader.		

Standard MS CCRS W.9.1d/10.1d

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

attending to the norms and conventions of the discipline in which they are writing.

Prerequisite		
See 8 th grade standards.		
Key Terms (vocabulary)	Definition	Student-friendly language
Formal style, objective tone, norms, conventions, discipline		
Key Verbs (skills)	Definition	Student-friendly language
Establish, maintain		
“I Can” statements in student-friendly language		
☐ I can identify norms and conventions of disciplines use in writing. ☐ I can develop formal writing style and objective tone while attending to the norms and conventions of the discipline. ☐ I can recognize: - o Transitional words, phrase, and clauses. - o Formal style and		
Essential		
• What techniques does a good writer use?		
Application		
☐ Students write a memoir.		

Standard [MS CCRS W.9.1e/10.1e](#)

**Provide a concluding statement or section that follows from and supports the arguments presented.
supports the argument presented.**

Prerequisite		
See 8 th grade standards.		
Key Terms (vocabulary)	Definition	Student-friendly language
Concluding statements, argument		
Key Verbs (skills)	Definition	Student-friendly language
Provide, support		
“I Can” statements in student-friendly language		
☐ I can recognize: - o Transitional words, phrase, and clauses. - o Formal style and objective tone - o Concluding statements or sections that support the argument presented ☐ I can plan concluding statements or section that follows from and supports the argument presented. ☐ I can write an argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence which: - o Introduces precise claims(s) - o Distinguishes claims from alternate or opposing claims. - o Creates organizational structures that establish clear relationships among claim(s), counterclaims, reasons and evidence. - o Develop claim(s) and counterclaims fairly, with evidence. - o Points out strengths and limitations of claims and counterclaims. - o Anticipates the audience’s knowledge level and concerns.		
Essential		
☐ How do writers develop a well written product?		
Application		
☐ Have students use the following prompt to write a persuasive argument. Your city/town has imposed a 9 p.m. curfew for all students under 16. Write to persuade local officials to keep or change the curfew.		

Standard [MS CCRS W.9.2/10.2](#)

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.

Standard [MS CCRS W.9.2a/10.2a](#)

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.

Prerequisite		
See 8 th grade standards.		
Key Terms (vocabulary)	Definition	Student-friendly language
Complex ideas, connection, distinctions, formatting, graphics, multimedia, comprehension		
Key Verbs (skills)	Definition	Student-friendly language
Introduce, organize,		
“I Can” statements in student-friendly language		
☐ I can identify: - o Complex ideas - o Appropriate formatting - o Supporting details - o Effective transitions - o Precise language ☐ I can determine organization of complex ideas. ☐ I can evaluate appropriate: - o Formatting - o Graphics - o Multimedia To aid comprehension ☐ I can write informative/explanatory text which: - o Examines/conveys complex ideas, concepts, information. - o Demonstrates clear and accurate information		

Essential	
☐	How important are effective writing skills in various careers?
Application	
☐	Students choose a career to research. Present a power presentation on the findings.

Standard [MS CCRS W.9.1b/10.1b](#)

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.

Prerequisite		
See 8 th grade standards.		
Key Terms (vocabulary)	Definition	Student-friendly language
Topics, extended definitions, concrete details, relevant facts, sufficient fact, quotations		
Key Verbs (skills)	Definition	Student-friendly language
Develop		
“I Can” statements in student-friendly language		
☐ I can select well-chosen, relevant, sufficient: - o Facts - o Definition - o Details - o Quotations Appropriate to the audience's knowledge of the topic. ☐ I can write informative/explanatory text which: - o Examines/conveys complex ideas, concepts, information. - o Demonstrates clear and accurate information. Uses: - o Effective selection - o Organization - o Analysis of content ☐ I can develop the topic with: - o Well-chosen, relevant, and sufficient facts - o Extended		
Essential		
☐ Why does a writer choose a particular form of writing?		
Application		
☐ After analyzing word choice and point of view through close reading, students will write a position essay in opposition to their chosen editorials. Essays must be supported using		

Standard MS CCRS W.9.1c/10.1c

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Prerequisite		
See 8 th grade standards.		
Key Terms (vocabulary)	Definition	Student-friendly language
Transitions, cohesion, relationships, complex ideas		
Key Verbs (skills)	Definition	Student-friendly language
Link major sections, create cohesion, clarify		
“I Can” statements in student-friendly language		
☐ I can select appropriate and varied transitions that: Link sections Create cohesion Clarify relationships among complex ideas/concepts.		
☐ I can write informative/explanatory text which: o Examines/conveys complex ideas, concepts, information. o Demonstrates clear and accurate information.		
Uses: o Effective selection o Organization o Analysis of content		
☐ I can use appropriate and varied transitions to:		
Essential		
☐ How can writing help people understand what they are thinking?		
Application		
☐ Students will write a summary of information and justify Sophocles’ reference to each of the gods and/or goddesses in the drama Antigone by writing an additional paragraph. Students will be able to answer the question: Why did Sophocles include _____(god or		

Standard [MS CCRS W.9.2d/10.2d](#)**Use precise language and domain-specific vocabulary to manage the complexity of the topic.**

Prerequisite		
See 8 th grade standards.		
Key Terms (vocabulary)	Definition	Student-friendly language
Precise language, domain-specific vocabulary, complexity		
Key Verbs (skills)	Definition	Student-friendly language
Use language, manage complexity		
“I Can” statements in student-friendly language		
☐ I can identify: - o Complex ideas - o Appropriate formatting - o Supporting details - o Effective transitions - o Precise language ☐ I can evaluate word choice for managing complexity of tone. ☐ I can write informative/explanatory text which: - o Examines/conveys complex ideas, concepts, information. - o Demonstrates clear and accurate information.		
Essential		
☐ How can I use writing to communicate?		
Application		
☐ Students use the beginning stanza of Langston Hughes’ poem Theme for English B to write a narrative essay. Prompt: Think about an incident in your life that has shaped who you are as a person.		

Standard MS CCRS W.9.2e/10.2e

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Prerequisite		
See 8 th grade standards.		
Key Terms (vocabulary)	Definition	Student-friendly language
Formal style, objective tone, norms, conventions		
Key Verbs (skills)	Definition	Student-friendly language
Establish and maintain formal style, attend to		
“I Can” statements in student-friendly language		
□ I can determine formal style and objective tone while attending to the norms and conventions of informative writing. □ I can write informative/explanatory text which: - o Examines/conveys complex ideas, concepts, information. - o Demonstrates clear and accurate information. Uses: - o Effective selection o - Organization		
Essential		
□ What purposes does writing serve in the real world?		
Application		
□ ~ After reading Letter from Birmingham Jail, ask students to choose three main points that Dr. King makes in his letter to his fellow clergymen. ~ Using those three points, ask students to transport themselves back to 1963 and write a letter of support for Dr. King		

Standard MS CCRS W.9.2f/10.2f

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).

Prerequisite

See 8th grade standards.

Key Terms (vocabulary)	Definition	Student-friendly language
Concluding statement, articulating implications		
Key Verbs (skills)	Definition	Student-friendly language
Provide concluding statement, support		
“I Can” statements in student-friendly language		
☐ I can determine formal style and objective tone while attending to the norms and conventions of informative writing. ☐ I can write informative/explanatory text which: o Examines/conveys complex ideas, concepts, information. o Demonstrates clear and accurate information. Uses: o Effective selection o Organization		
Essential		
☐ What are characteristics of good writing?		
Application		
☐ Students will write a summary / précis of information and justify its relationship to burial as presented in Antigone. Students will be able to answer the question: Why was it so important that		

Standard [MS CCRS W.9.3/10.3](#)

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Standard [MS CCRS W.9.3a/10.3a](#)

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.

Prerequisite		
See 8 th grade standards		
Key Terms (vocabulary)	Definition	Student-friendly language
☐ Problem ☐ Situation ☐ Observation ☐ Points of view ☐ Narrator ☐ Characters		
Key Verbs (skills)	Definition	Student-friendly language
☐ Engage ☐ Introducing		
“I Can” statements in student-friendly language		
☐ I can identify multiple points of view in narratives. ☐ I can analyze multiple points of view of various narratives ☐ I can write a narrative to develop real or imagined experiences or events that: ~ Engages the reader with a problem, situation, or observation and introduces a narrator and/or characters. ~ Establishes multiple points of view. ~ Uses techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, characters ~ Uses a variety of transitions to develop a coherent sequence of events. ~ Uses appropriate precise, descriptive, and sensory language.		
Essential		
☐ In what ways are all narratives influenced by bias and perspective? ☐ How can language be powerful?		
Application		
☐ The teacher will give examples of creative narrative essays/stories. ☐ The students will compose narrative essays from given prompts.		

Standard [MS CCRS W.9.3b/10.3b](#)

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Prerequisite		
See 8 th grade standards		
Key Terms (vocabulary)	Definit on	Student- friendly language
☐ Narrative techniques ☐ Dialogue ☐ Pacing ☐ Description ☐ Reflection ☐ Plot ☐ Experiences		
Key Verbs (skills)	Definit on	Student- friendly language
☐ Develop		
“I Can” statements in student- friendly language		
☐ I can define and identify multiple plot lines. ☐ I can analyze the use of multiple plot lines in narratives. ☐ I can design an organized sequence of events with dialogue to develop experiences, events, and/or characters ☐ I can write a narrative to develop real or imagined experiences or events that: ~ Engages the reader with a problem, situation, or observation and introduces a narrator and/or characters. ~ Establishes multiple points of view. ~ Uses techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, characters ~ Uses a variety of transitions to develop a coherent sequence of events. ~ Uses appropriate precise, descriptive, and sensory language.		
Essential		
☐ How can language be powerful? ☐ How can experiences become works of literature?		
Application		
☐ The student will write a narrative essay in the style of <i>Night</i> by Elie Weisel.		

Standard [MS CCRS W.9.3c/10.3c](#)

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

another to create a coherent whole.

Prerequisite		
See 8 th grade standards		
Key Terms (vocabulary)	Definit on	Student- friendly language
☐ Techniques ☐ Coherent whole		
Key Verbs (skills)	Definit on	Student- friendly language
☐ sequence ☐ build		
“I Can” statements in student- friendly language		
☐ I can use a variety of techniques to logically and sequence and connect events. ☐ I can write a narrative to develop real or imagined experiences or events that: - Engages the reader with a problem, situation, or observation and introduces a narrator and/or characters. - Establishes multiple points of view. - Uses techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, characters - Uses a variety of transitions to develop a coherent sequence of events. - Uses appropriate precise, descriptive, and sensory language. - Includes a reflective conclusion that flows from what is		
Essential		
☐ How can language be powerful? ☐ How can experiences become works of literature?		
Application		
The student will write a narrative essay in the style of <i>Night</i> by Elie Weisel.		

Standard [MS CCRS W.9.3d/10.3d](#)

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

~~characters~~ convey a vivid picture of the experiences, events, setting, and/or

Prerequisite		
See 8 th grade standards		
Key Terms (vocabulary)	Definit on	Student- friendly language
☐ Precise words ☐ Details ☐ Sensory language ☐ Vivid picture ☐ Experiences ☐ Events ☐ Setting		
Key Verbs (skills)	Definit on	Student- friendly language
☐ Convey		
“I Can” statements in student- friendly language		
☐ I can define and identify multiple creative and personal writing techniques. ☐ I can use precise, descriptive, and sensory language to develop vivid images of experiences, events, setting, and characters. ☐ I can write a narrative to develop real or imagined experiences or events that: - Engages the reader with a problem, situation, or observation and introduces a narrator and/or characters. - Establishes multiple points of view. - Uses techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, characters - Uses a variety of transitions to develop a coherent sequence of events. - Uses appropriate precise, descriptive, and sensory language.		
Essential		
Application		

Standard [MS CCRS W.9.3e/10.3e](#)

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Prerequisite		
See 8 th grade standards		
Key Terms (vocabulary)	Definit on	Student- friendly language
☐ Conclusion ☐ Experience ☐ Observation ☐ Narrative		
Key Verbs (skills)	Definit on	Student- friendly language
☐ Reflect		
“I Can” statements in student- friendly language		
☐ I can analyze the relationships among experiences and events. ☐ I can develop conclusions that reflect on what is experienced, observed, or resolved in a narrative. ☐ I can write a narrative to develop real or imagined experiences or events that: ~ Engages the reader with a problem, situation, or observation and introduces a narrator and/or characters. ~ Establishes multiple points of view. ~ Uses techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, characters ~ Uses a variety of transitions to develop a coherent sequence of events. Use appropriate precise, descriptive, and sensory language.		
Essential		
☐ How can language be powerful? ☐ How can experiences become works of literature?		
Application		
The student will write a narrative essay in the style of <i>Night</i> by Elie Weisel.		

Standard [MS CCRS W.9.4/10.4](#)

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.)

Standard [MS CCRS W.9.5/10.5](#)

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

Prerequisite Skills

See 8th Grade Standards

Key Terms (vocabulary)	Definition	Student-friendly language
Audience Purpose		
Key Verbs (skills)	Definition	Student-friendly language
Revise, edit, revise, and rewrite		
<i>"I Can"</i> statements in student-friendly language		
☐ I can recognize how and when to: plan, revise, edit, rewrite, and try a new approach ☐ I can recognize significant information for the needs of: audience and purpose ☐ I can edit for conventions of Writing demonstrating (see Language Standards 1-3 up to and including grade 9 on page 54) ☐ I can develop and strengthen writing as needed by: planning, revising, editing, rewriting, and trying a new approach. ☐ I can determine focus on: what is most significant for a specific purpose and what is significant for a specific audience		
Essential Questions		
☐ Why do we write? ☐ How is your style of writing influenced by purpose? ☐ What is the importance of sharing?		
Application		

- Compose responses to literature, position papers, and expository essays in the informative mode, clearly expressing a main idea thoroughly developed by relevant supporting details, which are well-elaborated and sufficient in number.

Standard [MS CCRS W.9.6/10.6](#)

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.

Prerequisite Skills

See 8th Grade Standards

Key Terms (vocabulary)	Definition	Student-friendly language
Technology Internet Writing Products		
Key Verbs (skills)	Definition	Student-friendly language
Produce Publish Update		
"I Can" statements in student-friendly language		
☐ I can define flexible (e.g. continually updated) and dynamic (e.g. continually progressing with intensity and vigor) display of information. ☐ I can determine appropriate information for links. ☐ I can critique my own or others' products to update or maintain new and accurate information. ☐ I can use technology, including the Internet, to produce, revise, edit, and publish writing. ☐ I can demonstrate use of technology to update individual/shared writing. ☐ I can use technology to interact and collaborate with others for an intended purpose. ☐ I can demonstrate command of technology to link to appropriate sources of information. ☐ I can use technology to display information flexibly and dynamically.		
Essential Questions		
☐ How can technology enhance written expression and communication?		
Application		
☐ Use the Internet and library resources to research the conventions of Geek theater and Shakespearean Theater.		

Standard MS CCRS W.9.7/10.7

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.

Prerequisite Skills

See 8th Grade Standards

Key Terms (vocabulary)	Definition	Student-friendly language
Research Projects Multiple Sources		
Key Verbs (skills)	Definition	Student-friendly language
☐ Conduct ☐ Answer a question ☐ Solve a problem ☐ Narrow or broaden inquiries ☐ Demonstrate understanding		
<i>“I Can”</i> statements in student-friendly language		
☐ I can identify: appropriate short and sustained research topics and multiple sources on the subject of the research ☐ I can use reference materials (both print and electronic material) appropriately, ☐ I can narrow or broaden the inquiry when appropriate. ☐ I can evaluate the credibility of sources ☐ I can construct and refine research questions, ☐ I can synthesize information from multiple sources, ☐ I can conduct short and sustained research to answer a question (including a self-generated question) or solve a problem.		
Essential Questions		
☐ How do we use various sources of writing to communicate research ideas?		
Application		
☐ Use multiple sources to write a mini-research paper in MLA format.		

Standard MS CCRS W.9.8/10.8

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

Prerequisite Skills

See 8th Grade Standards

Key Terms (vocabulary)	Definition	Student-friendly language
Digital Sources Research Question		
Key Verbs (skills)	Definition	Student-friendly language
Gather Assess Integrate		
"I Can" statements in student-friendly language		
☐ I can recognize authoritative digital and print sources. ☐ I can identify citations in standard formats. ☐ I can identify advanced search techniques. ☐ I can define and identify plagiarism. ☐ I can evaluate the usefulness/authoritative print of each source in answering the research question. ☐ I can integrate information into text selectively to: maintain flow of ideas and avoid plagiarism ☐ I can perform an effective advanced search. ☐ I can gather relevant information from multiple print and digital sources. ☐ I can cite in standard formats.		
Essential Questions		
☐ When do I have to use citation? ☐ How do I accurately cite research information?		
Application		
☐ Label three citations according to MLA style. Your list will consist of a label and three citations, all in the same style. Go to the Assignments page on Blackboard to see a sample and to submit your work.		

Standard [MS CCRS W.9.9/10.9](#)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Standard [MS CCRS W.9.9a/10.9a](#)

Apply grades 9-10 Reading standards to Literature (e.g., “Analyze how an author draws on and transforms source materials 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]”).

Standard [MS CCRS W.9.9b/10.9b](#)

Apply grades 9-10 Reading standards to literary nonfiction and/or informational texts (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”).

Prerequisite		
See standards for Grade 8		
Key Terms (vocabulary)	Definition	Student-friendly language
Collaborative discussion Topics Texts		
Key Verbs (skills)	Definition	Student-friendly language
Initiate Participate Build		
“I Can” statements in student-friendly language		
I can start and continue conversations with one person, the teacher, and groups of people. I can talk about ideas, texts I have read, and current issues. I can add ideas and information to my peer’s ideas. I can say my ideas clearly and believably.		
Essential		
How do authors use the resources of language to impact an audience? How can I use my resources to communicate clearly?		
Application		
The teacher will guide discussion of research for background information on an author, text to be read in class, or current issue. The teacher will help students to design questions, present ideas, and collect information for group discussion of an author text or issue.		

Standard [MS CCRS W.9.10/10.10](#)

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.

Prerequisite		
See standards for Grade 8		
Key Terms (vocabulary)	Definition	Student-friendly language
Discussions Research Material Evidence Texts		
Key Verbs (skills)	Definition	Student-friendly language
Attend Draw Reference		
“I Can” statements in student-friendly language		
I can be ready for class discussions. I can read and research for the discussions. I can use my reading and research to add new ideas to the discussion. I can make the discussion better because of my reading and research.		
Essential		
How can you use language to empower yourself? What can you do differently to express your ideas clearly?		
Application		
The teacher will check for student preparatory reading and research prior to class discussion. The teacher will group students based on prior reading and research to maximize information sharing and collaboration.		

Standard [MS CCRS SL.9.1/10.1](#)

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.

Standard [MS CCRS SL.9.1a/10.1a](#)

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.

Standard [MS CCRS SL.9.1b/10.1b](#)

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.

Prerequisite		
See standards for Grade 8		
Key Terms (vocabulary)	Definition	Student-friendly language
Peer s Collegial discussion Informal consensus Presentation		
Key Verbs (skills)	Definition	Student-friendly language
Work		
“I Can” statements in student-friendly language		
I can work with my classmates to make guidelines for class discussions. I can work with my classmates to make clear goals and deadlines for the group. I can make goals for myself that will help the group.		
Essential		
What could you improve about the way you work for yourself and with others?		
Application		
The teacher will guide each group to plan its own structure, goals, and deadlines for group discussions, group projects, and group research according to the		

Standard [MS CCRS SL.9.1c/10.1c](#)

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.

Prerequisite		
See standards for Grade 8		
Key Terms (vocabulary)	Definition	Student-friendly language
Conversations Themes Ideas Conclusions		
Key Verbs (skills)	Definition	Student-friendly language
Propel Incorporate Clarify Verify		
“I Can” statements in student-friendly language		
I can start and keep conversations going by asking and responding to questions. I can ask questions that relate to both the discussion and larger ideas outside the discussion. I can help others participate in the discussion. I can clear up, agree with, or question ideas and decisions from the discussion.		
Essential		
How can language be powerful? How does communication affect the way we think, act, and perceive the world?		
Application		
After initial discussion of author, text, or issue, teacher promotes each individual's participation in class discussion by helping students to develop effective questions, ask those questions and respond to other's questions, then lead		

Standard [MS CCRS SL.9.1d/10.1d](#)

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.

Prerequisite

See standards for Grade 8

Key Terms (vocabulary)	Definit on	Student-friendly language
Perspecti ves View s Eviden ce Reasonin g		
Key Verbs (skills)	Definit on	Student-friendly language
Respond Summar ize Qualify Justify		
“I Can” statements in student-friendly language		
I can respond to others ideas that are different than mine. I can summarize main ideas that I agreed and disagreed with from the discussion. I can prove my ideas and views by using other’s ideas and new points from the discussion.		
Essential		
How does what we know about the world shaped the way we view ourselves? How do we know what we know? What can we learn from different perspectives?		
Application		
During discussions, teacher promotes respect between students and prompts students to use evidence to support their opinions. After discussion, teacher leads students to		

Standard MS CCRS SL.9.2/10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Prerequisite

See standards for Grade 8

Key Terms (vocabulary)	Definition	Student-friendly language
Sources Media Formats Credibility		
Key Verbs (skills)	Definition	Student-friendly language
Integrate Evaluate		
“I Can” statements in student-friendly language		
I can join together information from different sources. I can find sources in various formats (visual, oral, graphs). I can figure out if the sources I use are correct and have credibility.		
Essential		
What can we learn by collecting information and ideas from different sources? What makes a work, text, or source credible? <u>How does media shape our view of the world and ourselves?</u>		
Application		
For individual or group presentations, teacher requires that students use various credible sources and digital formats to collect and present information.		

Standard [MS CCRS SL.9.3/10.3](#)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Prerequisite		
See standards for Grade 8		
Key Terms (vocabulary)	Definition	Student-friendly language
Point of View Reasoning Evidence Rhetoric		
Key Verbs (skills)	Definition	Student-friendly language
Evaluate Use Identify		
“I Can” statements in student-friendly language		
I can decide if a speaker's point of view, logic, and use of facts and style are incorrect. I can decide if a speaker's point of view, logic, and use of facts and style are unclear.		
I can decide if a speaker's point of view, logic, and use of facts and style are		
Essential		
What makes a work, text, or source credible? How would you go about proving a source's credibility?		
Application		
For preparation of individual or group project or presentation, teacher will require that students explicitly prove the value of each source used to support ideas by analyzing point of view, logic, and use of facts. Teacher will also require that students analyze the		

Standard [MS CCRS SL.9.4/10.4](#)

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.

Prerequisite

See standards for Grade 8

Key Terms (vocabulary)	Definition	Student-friendly language
Information Findings Evidence Reasoning Organization Development Substance Style		
Key Verbs (skills)	Definition	Student-friendly language
Present		
“I Can” statements in student-friendly language		
I can present supporting facts and information I have found in a clear, concise, and logical way.		
I can present my findings so that my listeners can understand my organization, design, material, and style.		
I can present my findings so that my listeners can understand my work fits the		
Essential		
Why does how we present information affect the audiences’ perception and understanding of that information?		
Application		
Teachers will expect students to outline and organize supporting information for individual or group projects and presentations prior to presenting. Teachers will ask students to prove as an individual or a group that information		

Standard [MS CCRS SL.9.5/10.5](#)

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.

Prerequisite

See standards for Grade 8

Key Terms (vocabulary)	Definit on	Student-friendly language
Digital media Presentati ons Findings Reasoning		
Key Verbs (skills)	Definit on	Student-friendly language
Mak e Enhanc		
“I Can” statements in student-friendly language		
I can use digital media in the form of texts, graphs, audio, visual, and interactive fields. I can use digital media in my presentations to help listeners better understand my research, reasoning, and evidence. I can use digital media to make my presentations more interesting.		
Essential		
What is creativity and what is its importance for the individual and the culture? How does media shape our view of the world and ourselves?		
Application		
Teachers will require students to use creativity when designing digital media projects and presentations to add interest and increase understanding.		

Standard [MS CCRS SL.9.6/10.6](#)

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

Prerequisite		
See standards for Grade 8		
Key Terms (vocabulary)	Definition	Student-friendly language
Speech Contexts Formal English		
Key Verbs (skills)	Definition	Student-friendly language
Adapt		
“I Can” statements in student-friendly language		
I can change my speech to fit different contexts and assignments. I can decide when it is appropriate to use formal or informal English based on my assignment.		
Essential		
How can I manipulate language to better suit my goals, purposes, and audience? How is language used to		
Application		
Teachers will require students to indicate whether formal or informal English is		

Standard MS CCRS L.9.1/10.1

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

L.9.1a. /10.1a Use parallel structure.

L.9.1b/10.1b 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.

Prerequisite Skills

See 8th Grade Standards

Key Terms (vocabulary)	Definition	Student-friendly language
English Conventions English grammar and usage (written and oral)		
Key Verbs (skills)	Definition	Student-friendly language
Demonstrate		
<i>"I Can"</i> statements in student-friendly language		
a. Use parallel structure. ☐ I can define and identify parallel structure. ☐ I can demonstrate command of the conventions of Standard English grammar and usage when writing. ☐ I can incorporate parallel structure. ☐ I can demonstrate command of the conventions of Standard English grammar and usage when speaking. ☐ I can use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. ☐ I can recognize various types of phrases: noun, verb, adjectival, adverbial, participial, prepositional, absolute and I can. ☐ I can identify types of clauses: independent, dependent, noun, relative, and adverbial ☐ I can demonstrate command of the conventions of Standard English grammar and usage when writing. ☐ I can use various phrases and clauses to: add variety and interest to writing		

and convey specific meanings in writing
Essential Questions
☐ How can you recognize the difference between a phrase and a clause? ☐ How can you identify a phrase or a clause? ☐ Identify the faulty sentences and rewrite them correctly.
Application
☐ Identify each item as a phrase or a clause.

Standard: [MS CCRS L.9.2/10.2](#)

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

L.9.2a/10.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

L.9.2b/10.2b Use a colon to introduce a list or quotation.

L.9.2c/10.2c Spell correctly.

Prerequisite Skills

See 8th Grade Standards

Key Terms (vocabulary)	Definition	Student-friendly language
English Conventions: capitalization, punctuation, and spelling		
Key Verbs (skills)	Definition	Student-friendly language
Demonstrate		
<i>"I Can"</i> statements in student-friendly language		
a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. ☐ I can apply capitalization, punctuation, and spelling when writing. ☐ I can recall rules for semicolon and colon use. ☐ I can use a semicolon to link two or more closely related independent clauses. ☐ I can use a conjunctive adverb to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. ☐ I can apply capitalization, punctuation, and spelling when writing. ☐ I can recall the rules for colon use. ☐ I can use a colon to introduce a list/quotation. c. Spell correctly. ☐ I can apply capitalization, punctuation, and spelling when writing.		
Essential Questions		
☐ What is the purpose of applying grammar and mechanics skills? ☐ Why is it important to use correct spelling?		

- | |
|--|
| <ul style="list-style-type: none">☐ How can usage of spelling rules and patterns improve written communication?☐ What are the benefits of using resources to improve your spelling? |
| Application |
| <ul style="list-style-type: none">☐ Rewrite the paragraph in the space provided correcting all errors. |

MS CCRS L.9.3/10.3

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.

L.9.3a/10.3a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

Prerequisite		
See 8 th grade standards.		
Key Terms (vocabulary)	Definition	Student-friendly language
Guidelines, style manual		
Key Verbs (skills)	Definition	Student-friendly language
Write, edit		
“I Can” statements in student-friendly language		
☐ I can understand how language functions in different contexts. ☐ I can identify and understand various guidelines in style manuals. ☐ I can recognize that the style of written work should be appropriate to the discipline and writing type. o I can apply knowledge of language to understand to: o understand how language functions differently in		
Essential		
☐ Can fiction reveal truth? Should a story teach its reader something?		
Application		
☐ Compose responses to literature, position papers, and expository essays in the informative mode, clearly expressing a main idea thoroughly developed by relevant supporting details which are well-elaborated and		

MS CCRS L.9.4/10.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

L.9.4a/10.4a. 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.

L.9.4b/10.4b Identify and correctly use patterns of words changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

L.9.4c/10.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word to determine or clarify its precise meaning, its part of speech, or its etymology.

L.9.4d/10.4d

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).

Prerequisite		
See 8 th grade standards.		
Key Terms (vocabulary)	Definition	Student-friendly language
Guidelines, style manual		
Key Verbs (skills)	Definition	Student-friendly language
Write, edit		
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Essential		
☐ Can fiction reveal truth? Should a story teach its reader something?		
Application		

- Compose responses to literature, position papers, and expository essays in the informative mode, clearly expressing a main idea thoroughly developed by relevant supporting details which are well-elaborated and

MS CCRS L.9.5/10.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9.5a/10.5a. Interpret figures of speech(e.g,euphemism, oxymoron)in context and analyze their role in the text.

L.9.5b/10.5b Analyze nuances in the meaning of words with similar denotations.

Prerequisite		
See 8 th grade standards.		
Key Terms (vocabulary)	Definitio on	Student- friendly language
Guidelines, style manual		
Key Verbs (skills)	Definitio on	Student- friendly language
Write, edit		
“I Can” statements in student- friendly language		
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Essential		
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Application		

MS CCRS L.9.6/10.6

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 and expression.

Prerequisite		
See 8 th grade standards.		
Key Terms (vocabulary)	Definition	Student-friendly language
Guidelines, style manual		
Key Verbs (skills)	Definition	Student-friendly language
Write, edit		
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Essential		
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Application		