

# **Quarter 1: PRIORITY STANDARDS**

**MVHS HONORS ENGLISH 9**

**2019-2020**


1.

Writing 10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a) 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.
- b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.9-10.3 (Narrative Writing)

Grade 9-10


Score 4	In addition to Score 3, in-depth inferences and applications that go beyond what was taught.	
	3.5	In addition to Score 3, performance or attempt at Score 4 skills or expectations
Score 3 	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write a narrative about real or imagined experiences</li> <li><input type="checkbox"/> Use effective literary/narrative techniques to enhance my narrative</li> <li><input type="checkbox"/> Include well-chosen details to enhance my narrative</li> <li><input type="checkbox"/> Use well-structured event sequences to enhance my narrative</li> </ul> <p>I exhibit no errors or omissions from the above list.</p>	
	2.5	No errors or omissions regarding Score 2 content and some success at the Score 3 content
Score 2	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write a narrative about real or imagined experience</li> <li><input type="checkbox"/> Use literary techniques in my narrative</li> <li><input type="checkbox"/> Include details in my narrative</li> </ul> <p>However, I exhibit errors or omissions regarding the Score 3 content.</p>	
	1.5	Partial knowledge of the Score 2 content, but major errors or omissions regarding the Score 3 content.
Score 1	With help, I can partially display basic narrative skills.	
Score 0	Even with help, no understanding or skill demonstrated.	

2.

Reading Literature 10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

R.L.9-10.2 (Theme)

Grade 9-10


Score 4	In addition to Score 3, in-depth inferences and applications that go beyond what was taught.	
	3.5	In addition to Score 3, performance or attempt at Score 4 skills or expectations
Score 3 	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Determine a theme or central idea of a text</li> <li><input type="checkbox"/> Analyze the development of a theme over the course of a text</li> <li><input type="checkbox"/> Provide an objective summary of a text</li> </ul> <p>I exhibit no errors or omissions from the above list.</p>	
	2.5	No errors or omissions regarding Score 2 content and some success at the Score 3 content
Score 2	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Select a theme or central idea of a text</li> <li><input type="checkbox"/> Identify the development of a theme</li> <li><input type="checkbox"/> Provide a summary of a text</li> </ul> <p>However, I exhibit errors or omissions regarding the Score 3 content.</p>	
	1.5	Partial knowledge of the Score 2 content, but major errors or omissions regarding the Score 3 content.
Score 1	With help, I can partially display basic narrative skills.	
Score 0	Even with help, no understanding or skill demonstrated.	

3.

Reading Literature 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).

R.L.9-10.4 (Figurative Language)

Grade 9-10

Score 4	In addition to Score 3, in-depth inferences and applications that go beyond what was taught.	
	3.5	In addition to Score 3, performance or attempt at Score 4 skills or expectations
Score 3 	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze the figurative language in a text</li> <li><input type="checkbox"/> Analyze the connotative meaning of words and phrases in a text</li> <li><input type="checkbox"/> Analyze how the word choice in a text impacts mood, tone, and meaning</li> </ul> <p>I exhibit no errors or omissions from the above list.</p>	
	2.5	No errors or omissions regarding Score 2 content and some success at the Score 3 content
Score 2	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify figurative language in a text</li> <li><input type="checkbox"/> Identify connotative meaning of words and phrase in a text</li> <li><input type="checkbox"/> Identify mood, tone, and meaning in a text</li> </ul> <p>However, I exhibit errors or omissions regarding the Score 3 content.</p>	
	1.5	Partial knowledge of the Score 2 content, but major errors or omissions regarding the Score 3 content.
Score 1	With help, I can partially display basic narrative skills.	
Score 0	Even with help, no understanding or skill demonstrated.	


4.

Speaking and Listening 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.

- a) 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.
- b) 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.
- c) 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.
- d) 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.

S.L.9-10.1 (Peer Discussions)

Grade 9-10

Score 4	In addition to Score 3, in-depth inferences and applications that go beyond what was taught.	
	3.5	In addition to Score 3, performance or attempt at Score 4 skills or expectations
Score 3 	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prepare for a discussion by reading a text or researching ideas</li> <li><input type="checkbox"/> Prepare for a discussion by creating engaging questions</li> <li><input type="checkbox"/> Refer to relevant evidence from a text or topic in a discussion</li> <li><input type="checkbox"/> Work with peers to set norms and roles for a group</li> <li><input type="checkbox"/> Propel conversations through thoughtful questions and exchanges</li> </ul> <p>I exhibit no errors or omissions from the above list.</p>	
	2.5	No errors or omissions regarding Score 2 content and some success at the Score 3 content
Score 2	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prepare for a discussion by reading a text</li> <li><input type="checkbox"/> Adhere to discussion norms</li> <li><input type="checkbox"/> Participate in a discussion by offering a question or a response</li> </ul> <p>However, I exhibit errors or omissions regarding the Score 3 content.</p>	
	1.5	Partial knowledge of the Score 2 content, but major errors or omissions regarding the Score 3 content.
Score 1	With help, I can partially display basic narrative skills.	
Score 0	Even with help, no understanding or skill demonstrated.	