



Mattawan Consolidated Schools English 9 Essential Standards Chart

Standard Description	Common Core Standard	Example of Rigor	Prerequisite Skills	Common Assessment	When Taught?	Extension Standards
What is the essential standard to be learned? Describe in student friendly vocabulary.		What does proficient look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	What assessments will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standard(s)?
Reading						
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.1	CPR Format Characterization CPR Paragraph	Understand the meaning of analysis, inference, explicitly. Interpret the explicit meaning of text- could use close reading skills to help them understand this.	CPR Paragraphs/ TKAM Literary Analysis Essay	ALL TEXTS throughout the year	
Determine a theme or central idea of a text.	RL.2	Example Rigor Questions - RL.2 The following questions pertain to a passage from <i>The Metamorphoses</i> by Ovid. <i>Read the passage before</i>	Understand the meaning of theme and the difference between theme and central idea.		TKAM Romeo and Juliet	

		<p><i>answering the following questions.</i></p> <p>1. (RL.2) Based on Pyramus and Thisbe's situation, what is a theme of Passage 1?</p> <p>a. Lasting relationships depend upon affection.</p> <p>b. True love finds ways to overcome any obstacle.</p> <p>c. The smallest defect can cause love to deteriorate.</p> <p>d. Family disapproval can lead to desperate measures.</p> <p>2.(RL.1) Which detail from Passage 1 helps develop the theme in question 6?</p> <p>a. the setting of the city</p> <p>b. the structure of the wall</p> <p>c. the beauty of the characters</p> <p>d. the fathers of the characters</p>				
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		<p>_____ 1. (RL.2) At the beginning of chapter 25, Scout tries to kill a roly poly, but Jem stops her because he says “they don’t bother you”. What theme does this best represent?</p> <p>a. Racism b. Innocence c. Fear d. Empathy</p>				
Analyze how characters develop over the course of the text, and interact with other characters.	RL.3	<p>Example Rigor Questions - RL.3</p> <p>_____ 4. (RL.3) Which phrase shows how Scout has developed throughout the novel <u>based on the theme from the previous question.</u></p> <p>a. At the start of the novel, Scout was innocent and unwise b. At the start of the novel, Scout was rude and arrogant c. At the start of the novel, Scout had no</p>	<p>Know the meaning of direct, indirect, static, dynamic, round, flat characters.</p> <p>Students need to master inferences (RL. 1) before analyzing a character/development .</p>	CPR Paragraphs	TKAM Romeo and Juliet Short Stories	

		<p>manners</p> <p>d. At the start of the novel, Scout thought she was the smartest person in school</p> <p>_____ 7. (RL.3) Atticus thinks that it is not okay to hate anyone. How does this statement reflect characterization of Atticus?</p> <p>a. It shows he's not as smart as Scout thinks he is</p> <p>b. It shows Atticus is irrational</p> <p>c. It shows that he is compassionate</p> <p>d. It shows he is friendly</p>				
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings).	RL.4	Romeo and Juliet - see Questions 2 for Act 1 Scene 5	<p>Have a general understanding of commonly used figurative language (simile, metaphor, hyperbole, etc.).</p> <p>Understand what "connotation" means.</p>		Romeo and Juliet Short Stories TKAM	
Cite strong and	RI.1	Research Persuasive	Understand the	CPR/SAT TWS	SAT practice,	

thorough textual evidence to support your claims.		Essay - see under Organization/Structure	meaning of analysis, inference, explicitly. Interpret the explicit meaning of the text - could use close reading skills to help them understand this.		Speech Unit	
Determine an author's point of view or purpose in a text.	RI.6	SAT TW Assignment	Understand what POV means. Understand what author's purpose means.	SAT TW	SAT Practice	RI.6 I can analyze how an author uses rhetoric to advance that point of view or purpose.
Writing/Language						
Write arguments to support claims of substantive topics or texts, using valid reasoning, relevant and sufficient evidence.	W.1	http://www.corestandards.org/assets/Appendix_C.pdf Page 57-59	Understand the counter-argument; understand the structure of thesis statement; know basic essay structure (introduction paragraph, body paragraph, conclusion paragraph) transition phrases.	Persuasive Research Essay OR Paragraphs (block students)	Persuasive Speech Unit	
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through an effective organization.	W.2	http://www.corestandards.org/assets/Appendix_C.pdf 60-64	Understand the structure of thesis statement; know basic essay structure (introduction paragraph, body	CPR Paragraphs		

			paragraph, conclusion paragraph) transition phrases.			
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening.	L.6	EX: given four examples, I can identify what analysis is/means				