

## 2017-2018 English 1 Timeline

### August to mid-September/January to mid-February

#### LANGUAGE

- I CAN demonstrate command of the conventions of standard English capitalization. (9.L.CSE.2)
- I CAN demonstrate command of the conventions of standard English punctuation. (9.L.CDE.2)
- I CAN use semicolons and colons correctly. (9.L.CSE.2)

#### NARRATIVE WRITING

- I CAN write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. (9.W.TTP.3)
- I CAN engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters. (9.W.TTP.3)
- I CAN sequence events so that they build on one another to create a coherent whole. (9.W.TTP.3)
- I CAN create a smooth progression of experiences or events. (9.W.TTP.3)
- I CAN use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters. (9.W.TTP.3)
- I CAN provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (9.W.TTP.3)
- I CAN use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (9.W.TTP.3)
- I CAN establish and maintain an appropriate style and tone. (9.W.TTP.3)

#### EXPOSITORY WRITING

- I CAN write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. (9.W.TTP.2)
- I CAN provide an introduction that is relevant to the rest of the text and effectively engages the audience. (9.W.TTP.2)
- I CAN organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to the use of appropriate and varied transitions. (9.W.TTP.2)
- I CAN 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. (9.W.TTP.2)
- I CAN provide a concluding statement or section that follows from and supports the information or explanation presented. (9.W.TTP.2)
- I CAN use appropriate formatting, graphics, and multimedia to aid comprehension. (9.W.TTP.2)
- I CAN use precise language and domain-specific vocabulary to manage the complexity of the topic. (9.W.TTP.2)
- I CAN establish and maintain a formal style and objective tone. (9.W.TTP.2)

## mid-September to October/mid-February to March

### LANGUAGE

- I CAN use various types of phrases. (9.L.CSE.1)
- I CAN use various types of clauses. (9.L.CSE.1)

### PERSUASIVE WRITING

- I CAN write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. (9.W.TTP.1)
- I CAN introduce precise claims. (9.W.TTP.1)
- I CAN develop claims and counterclaims fairly by supplying evidence for each. (9.W.TTP.1)
- I CAN anticipate an audience's knowledge level and concern by pointing out the strengths and limitations of claims and counterclaims. (9.W.TTP.1)
- I CAN create an organization that establishes cohesion and clear relationships among claims, counterclaims, reasons, and evidence. (9.W.TTP.1)
- I CAN provide a concluding statement or section that follows from and supports the argument presented. (9.W.TTP.1)
- I CAN use precise language and domain-specific vocabulary to manage the complexity of the topic. (9.W.TTP.1)
- I CAN establish and maintain a formal style and objective tone. (9.W.TTP.1)

### EXPOSITORY WRITING

- I CAN write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. (9.W.TTP.2)
- I CAN provide an introduction that is relevant to the rest of the text and effectively engages the audience. (9.W.TTP.2)
- I CAN organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to the use of appropriate and varied transitions. (9.W.TTP.2)
- I CAN 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. (9.W.TTP.2)
- I CAN provide a concluding statement or section that follows from and supports the information or explanation presented. (9.W.TTP.2)
- I CAN use appropriate formatting, graphics, and multimedia to aid comprehension. (9.W.TTP.2)
- I CAN use precise language and domain-specific vocabulary to manage the complexity of the topic. (9.W.TTP.2)
- I CAN establish and maintain a formal style and objective tone. (9.W.TTP.2)

## October to mid-November/March to mid-April

### LANGUAGE

- I CAN use effective parallel structure. (9.L.CSE.1)

### RESEARCH PAPER

- I CAN conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation. (9.W.RBPK.7)
- I CAN use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (9.W.RBPK.8)
- I CAN conform my writing and editing to an appropriate style guide [MLA]. (9.L.CS.2)
- I CAN integrate multiple sources of information presented in diverse media formats. (9.SL.CC.2)
- I CAN evaluate multiple sources of information presented in diverse media formats. (9.SL.CC.2)
- I CAN evaluate the credibility and accuracy of a source. (9.SL.CC.2)
- I CAN identify fallacious reasoning. (9.SL.CC.3)
- I CAN identify exaggerated or distorted evidence. (9.SL.CC.3)
- I CAN present information, findings, and supporting evidence clearly so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (9.SL.PKI.4)
- I CAN make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (9.SL.PKI.5)

## Year-Long

### LANGUAGE

- I CAN demonstrate command of the conventions of standard English grammar and usage. (9.L.CSE.1)
- I CAN demonstrate command of the conventions of standard English spelling. (9.L.CSE.2)
- I CAN apply knowledge of language to understand how language functions in different contexts. (9.L.KL.3)
- I CAN apply knowledge of language to make effective choices for meaning or style. (9.L.KL.3)
- I CAN apply knowledge of language to comprehend more fully when reading or listening. (9.L.KL.3)
- I CAN use context clues to determine the meaning of a word or phrase. (9.L.VAU.4)
- I CAN use morphological elements as clues to the meaning of a word or phrase. (9.L.VAU.4)
- I CAN use reference materials to find the pronunciation of a word or phrase. (9.L.VAU.4)
- I CAN use etymological patterns in spelling as clues to the meaning of a word or phrase. (9.L.VAU.4)
- I CAN demonstrate understanding of figurative language. (9.L.VAU.5)
- I CAN demonstrate understanding of word relationships. (9.L.VAU.5)
- I CAN demonstrate understanding of nuances in word meanings. (9.L.VAU.5)
- I CAN interpret figures of speech in context. (9.L.VAU.5)
- I CAN analyze the role of figures of speech in a text. (9.L.VAU.5)
- I CAN analyze nuance in the meaning of words with similar detonations. (9.L.VAU.5)
- I CAN acquire and accurately use words and phrases sufficient for post-secondary and workforce readiness level. (L.VAU.6)
- I CAN demonstrate independence in building vocabulary knowledge when considering a word or phrase in reading or writing. (L.VAU.6)

### READING

- I CAN analyze what a text says explicitly. (9.RL/I.KID.1)
- I CAN draw inferences about a text. (9.RL/I.KID.1)
- I CAN cite the strongest, most compelling textual evidence to support conclusions. (9.RL/I.KID.1)
- I CAN determine a theme of a text. (9.RL.KID.2)
- I CAN determine a central idea of a text. (9.RL/I.KID.2)
- I CAN analyze the development of a theme or central idea. (9.RL/I.KID.2)
- I CAN provide an objective summary of a text. (9.RL/I.KID.2)
- I CAN provide a critical summary of a text. (9.RL/I.KID.2)
- I CAN analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning. (9.RL.KID.3)
- I CAN analyze how an author presents and develops key ideas and events to impact meaning. (9.RI.KID.3)
- I CAN determine the figurative meaning of words and phrases in a text. (9.RL/I.CS.4)
- I CAN determine the connotative meaning of words and phrases in a text. (9.RL/I.CS.4)
- I CAN determine the technical meaning of words and phrases in a text. (9.RI.CS.4)
- I CAN analyze the cumulative impact of specific word choices on meaning and tone. (9.RL/I.CS.4)
- I CAN analyze how language evokes a sense of time and place. (9.RL.CS.4)
- I CAN analyze how language communicates an informal or formal tone. (9.RL.CS.4)
- I CAN analyze how text structure creates mystery, tension, or surprise. (9.RL.CS.5)
- I CAN analyze how plot structure creates mystery, tension, or surprise. (9.RL.CS.5)
- I CAN analyze how time manipulation creates mystery, tension, or surprise. (9.RL.CS.5)
- I CAN analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. (9.RI.CS.5)
- I CAN determine an author's point of view. (9.RL/I.CS.6)

- I CAN determine an author's purpose. (9.RL/I.CS.6)
- I CAN analyze how point of view shapes the content and style of diverse texts. (9.RL.CS.6)
- I CAN analyze how author purpose shapes the content and style of diverse texts. (9.RL.CS.6)
- I CAN analyze how an author uses rhetoric to advance his/her point of view or purpose. (9.RI.CS.6)
- I CAN evaluate the topic, subject, and/or theme in two diverse formats or media. (9.RL/I.IKI.7)
- I CAN evaluate how reasoning and evidence affects the argument and specific claims in a text. (9.RI.IKI.8)
- I CAN analyze a variety of related literary texts. (9.RL.IKI.9)
- I CAN evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text. (9.RL.IKI.9)
- I CAN analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts. (9.RI.IKI.9)
- I CAN read and comprehend a variety of literature with a gradual release of scaffolding at the higher end as needed. (9.RL.IKI.10)
- I CAN read and comprehend a variety of literary nonfiction independently and proficiently. (9.RI.IKI.10)

## SPEAKING/LISTENING

- I CAN initiate and participate effectively with varied partners in a range of collaborative discussions. (9.SL.CC.1)
- I CAN build on others' ideas. (9.SL.CC.1)
- I CAN express my own ideas clearly and persuasively. (9.SL.CC.1)
- I CAN evaluate a speaker's point of view. (9.SL.CC.3)
- I CAN evaluate a speaker's reasoning. (9.SL.CC.3)
- I CAN evaluate a speaker's use of evidence. (9.SL.CC.3)
- I CAN evaluate a speaker's rhetoric. (9.SL.CC.3)
- I CAN adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9.SK.PKI.6)

## WRITING

- I CAN produce clear and coherent writing in which the development, organization, and style are appropriate to take, purpose, and audience. (9.W.PDW.4)
- I CAN 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. (9.W.PDW.5)
- I CAN 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. (9.W.PDW.6)
- I CAN support and defend interpretations, analyses, reflection, or research with evidence found in literature or informational texts. (9.W.RBPK.9)
- I CAN write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. (9.W.RW.10)



