

English 9 PLC

Spring 2026 Adoption Proposal

PROPOSAL: English 9 students will read the original Romeo and Juliet text with a side-by-side modernized translation.

BOOK: *No Fear Shakespeare, Romeo and Juliet* by William Shakespeare
Publisher, SparkNotes

STATE STANDARDS:

Reading Comprehension Standards

9-10.RC.1 Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. **(E)**

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9-10.RC.2 Analyze in detail the development of two or more themes over the course of a work of literature, including how they emerge and are specific and refined by specific details. **(E)**

9-10.RC.5 Analyze a series of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them.

9-10.RC.9 Use context to determine or clarify the meaning of words and phrases.

9-10.RC.12 Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. **(E)**

Writing Standards

9-10.W.1 Write arguments in a variety of forms that: a. Introduce 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. b. Use rhetorical strategies to enhance the effectiveness of the claim. c. 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. d. Use effective transitions 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. e. Establish and maintain a consistent style and tone appropriate for the purpose and audience. f. Provide a concluding statement or section that follows from and supports the argument presented. **(E)**

9-10.W.3 Write narrative compositions in a variety of forms that: 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. b. Create a smooth progression of experiences or events. c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters. d. Use a variety of techniques to sequence events so that they build

on one another to create a coherent whole. e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. f. Provide an ending that follows and reflects on what is experienced, observed, or resolved over the course of the narrative. **(E)**