

ELA 1 Essential Outcomes

<p><b>Essential Outcome</b> (what does <i>proficient</i> student work look like?) Should be holistic and descriptive.</p> <p>- Extension?</p> <p><b>Overall Claim: <i>Students can demonstrate college and career readiness in English language arts and literacy.</i></b></p> <p><a href="#">Student Skills Document</a></p>	<p><b>Supporting Standards</b> (should include <u>multiple</u> standards-standards are not taught in isolation)</p>	<p><b>Supporting School-Wide Strategies + Curriculum Integration</b></p>	<p><b>Justification</b> (SBAC, CAST, WASC Critical Areas for follow-up, AP Test, CSU/ UC Articulation-ERWC rubric, AVID CC Tool)</p>	<p><b>Formative Assessment</b> (When/ what will be assessed?) -at least quarterly)</p> <p>Quarterly on block = every 5 weeks</p> <p>Each member of PLC should be in charge of collecting data for one essential outcome for <i>distributed leadership</i> (create and distribute formatives, collect data, drive conversations)</p>
<p><b>Writing</b> - Students can produce effective and well-grounded writing for a range of purposes and audiences.</p> <p><u>Extension:</u></p> <ul style="list-style-type: none"> <li>Philosophical Chairs</li> <li>Socratic Seminar</li> </ul> <p>*use skill and apply to speaking and listening for increased rigor</p>	<p><b>W. 9-10.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W. 9-10.4</b> Produce clear and coherent writing in which the development, organization and style are appropriate to the text.</p> <p><b>W. 9-10.2</b> Introduce precise and knowledgeable claims, establish the significance of the claims, distinguish</p>	<p><u>School-wide:</u> Focused Notes Critical Reading Process GIST Statements A.L.L Quote Analysis Writing System Structured Collaboration A.L.L. Strategies</p> <p><u>Curriculum:</u> MyPerspectives ERWC AVID Weekly</p>	<p>SBAC ELA Data SBAC 6-11 WASC Critical Area for Follow-up #3 Argument Rubric CSU Articulation-ERWC Rubric SAT/ ACT AP</p> <p><a href="#">Articulation Document</a></p>	<ol style="list-style-type: none"> <li><a href="#">Prompt Deconstruction Formative</a></li> <li><a href="#">BFF</a></li> <li><a href="#">6 P Body Paragraph</a></li> <li><a href="#">On Demand Essay</a></li> </ol> <p><b>Assess in August + October</b></p> <p>+ On Demand Day 1 Semester 1, Day 1 Semester 2 -same prompt</p> <p><u>Rubrics:</u> <a href="#">SBAC Argument Rubric</a> <a href="#">CSU Argument Rubric</a> <a href="#">On Demand Essay Rubric</a></p>

	<p>the claims from opposing claims and create organization that logically sequences the text.</p> <p><b>CCSS.ELA-LITERACY.W.11-12.1.E</b> Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><u>Extension Standard</u> <b>CCSS.ELA-LITERACY.SL.9-10.1.A</b> 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.</p>	<p>Newsela Commonlit.org Actively Learn? <a href="#">SBAC Essay Exemplars</a></p>		<p><a href="#">BFF Intro Rubric</a> <a href="#">6 P Body Paragraph Rubric</a></p>
<p><b>Reading</b> - Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p>	<p><b>CCSS.ELA-LITERACY.RL.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain</p> <p><b>CCSS.ELA-LITERACY.RL.9-10.5</b> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the</p>	<p><u>School-wide:</u> Focused Notes Critical Reading Process GIST Statements A.L.L Quote Analysis Writing System Structured Collaboration A.L.L. Strategies</p> <p><u>Curriculum:</u></p>	<p>SBAC ELA Data SBAC 6-11 WASC Critical Area for Follow-up #3 Argument Rubric CSU Articulation-ERWC Rubric SAT/ ACT AP</p>	<ol style="list-style-type: none"> <li>1. <a href="#">Marking the Text (Rubric)</a></li> <li>2. Comprehension Quiz (modeled on SBAC) <ol style="list-style-type: none"> <li>a. Comprehension question followed by asking for where they found it in the text</li> </ol> </li> </ol>

	<p>choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><b>CCSS.ELA-LITERACY.RI.9-10.2</b> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p><b>CCSS.ELA-LITERACY.RI.9-10.5</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><b>CCSS.ELA-LITERACY.RI.9-10.10</b> By the end of grade 11, read and comprehend literary nonfiction in the grades 10-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Extension: <b>CCSS.ELA-LITERACY.RI.9-10.6</b> Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power,</p>	<p>MyPerspectives ERWC AVID Weekly Newsela Commonlit.org Actively Learn?</p>		<p>Assess in September/ February</p>
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	persuasiveness or beauty of the text.			
<p><b>Speaking and Listening-</b> Students can employ effective speaking and listening skills for a range of purposes and audiences.</p> <p><u>Extension:</u></p> <ul style="list-style-type: none"> <li>• Rhetorical Analysis Essay</li> <li>• Argument Essay</li> </ul>	<p><b>CCSS.ELA-LITERACY.SL.9-10.1</b> 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.</p> <p><b>CCSS.ELA-LITERACY.SL.9-10.4</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p><u>School-wide:</u> Focused Notes Critical Reading Process GIST Statements A.L.L Quote Analysis Writing System Structured Collaboration A.L.L. Strategies</p> <p><u>Curriculum:</u> MyPerspectives ERWC AVID Weekly Newsela Commonlit.org Actively Learn?</p>	<p>SBAC ELA Data SBAC 6-11 WASC Critical Area for Follow-up #3 Argument Rubric CSU Articulation-ERWC Rubric SAT/ ACT AP</p>	<ol style="list-style-type: none"> <li>1. Listening Comprehension</li> <li>2. <a href="#">Philosophical Chairs (Rubric)</a></li> </ol> <p>Assess in October/ March</p>
<p><b>Research/ Inquiry-</b> Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.</p> <p><u>Extension:</u></p> <ul style="list-style-type: none"> <li>• Explanatory Essay</li> </ul>	<p><b>CCSS.ELA-LITERACY.W.9-10.8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information</p>	<p><u>School-wide:</u> Focused Notes Critical Reading Process GIST Statements A.L.L Quote Analysis Writing System Structured</p>	<p>SBAC ELA Data SBAC 6-11 WASC Critical Area for Follow-up #3 Argument Rubric CSU Articulation-ERWC Rubric SAT/ ACT</p>	<ol style="list-style-type: none"> <li>1. <a href="#">Credibility Rationale (rubric)</a></li> <li>2. Annotated Bibliography</li> </ol> <p>Assess in November/ April</p>

	into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	Collaboration A.L.L. Strategies  <b><u>Curriculum:</u></b> MyPerspectives ERWC AVID Weekly Newsela Commonlit.org Actively Learn? Student Research	AP	
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