

ELA 4 Essential Outcomes

<p><b>Essential Outcome</b> (What does <i>proficient student work look like</i>?)</p> <ul style="list-style-type: none"> <li>- Extension</li> </ul> <p><b>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</b></p>	<p><b>Supporting Standards</b></p> <p>(Should include multiple 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, CC Tool)</p>	<p><b>Formative Assessment</b> (When/ What will be assessed?)</p> <ul style="list-style-type: none"> <li>- At least quarterly</li> <li>- On Block every 5 weeks</li> </ul> <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>Reading-</b> Students can analyze the choices an author makes in setting, plot, and character development to determine the impact on the story or drama.</p> <p>Students can evaluate information presented in different formats (written, visual, data).</p>	<p><b>CCSS.ELA-LITERACY.RL.11-12.3</b> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><b>CCSS.ELA-LITERACY.RI.11-12.7</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<p><b>School Wide:</b> Focused notes Critical Reading Process GIST Statements ALL Quote Analysis Structured Collaboration Charting the Text</p> <p><b>Curriculum:</b> My Perspectives ERWC</p>	<p>CSU/UC Articulation SBAC AP Testing</p>	<ol style="list-style-type: none"> <li>1. Charting the text</li> <li>2. Comprehension questions</li> </ol> <p>Assess in September/February</p>

<p><b>Writing-</b> Students can develop their writing by planning, revising, and editing with a specific purpose and audience in mind.</p>	<p><b><u>CCSS.ELA-LITERACY.W.11-12.5</u></b> 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.</p>	<p><b><u>School Wide:</u></b> GIST Statements ALL Quote Analysis 3PSI Structured Collaboration ALL Strategies</p> <p><b><u>Curriculum:</u></b> My Perspectives ERWC</p>	<p>CSU/UC Articulation SBAC AP Testing</p>	<ol style="list-style-type: none"> <li>1. Goal Setting</li> <li>2. Analysis Questions</li> <li>3. Formative Mid-unit writing</li> </ol> <p>Assess in November/April</p>
<p><b>Speaking and Listening-</b> Students can use information from multiple sources, pointing out disagreeing information, to make informed decisions and solve problems.</p>	<p><b><u>CCSS.ELA-LITERACY.SL.11-12.2</u></b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p><b><u>School Wide:</u></b> Focused Notes Structured collaboration ALL Strategies</p> <p><b><u>Curriculum:</u></b> My Perspectives ERWC</p>	<p>CSU/UC Articulation SBAC AP Testing</p>	<ol style="list-style-type: none"> <li>1. Lecture Comprehension Questions</li> <li>2. Socratic Seminars</li> </ol> <p>Assess in October/March</p>
<p><b>Research/Inquiry-</b> Students can research and synthesize multiple sources on a subject to show an understanding of the topic.</p>	<p><b><u>CCSS.ELA-LITERACY.W.11-12.7</u></b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p><b><u>School Wide:</u></b> Focused Notes Critical Reading GIST Statements Rhetorical Precis Structured collaboration ALL Strategies</p> <p><b><u>Curriculum:</u></b> My Perspectives ERWC</p>	<p>CSU/UC Articulation SBAC AP Testing</p>	<ol style="list-style-type: none"> <li>1. Works Cited Pages</li> <li>2. In text source citations</li> </ol> <p>Assess in August/January</p>