

ELA4/ERWC Essential Outcomes

<p>Essential Outcome (What does <i>proficient student work look like?</i>)</p> <ul style="list-style-type: none"> - Extension <p>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</p>	<p>Supporting Standards (Should include multiple standards- Standards are not taught in isolation)</p>	<p>Supporting School-Wide Strategies + Curriculum Integration</p>	<p>Justification (SBAC, CAST, WASC Critical areas for follow-up, AP test, CSU/UC Articulation, ERWC Rubric, CC Tool)</p>	<p>Formative Assessment (When/ What will be assessed?)</p> <ul style="list-style-type: none"> - At least quarterly - On Block every 5 weeks <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>Reading-</p> <ul style="list-style-type: none"> • Read about the intellectual habits necessary for success in college and careers, including curiosity, openness, engagement, creativity, persistence, flexibility, responsibility, and metacognition • Generate questions about ideas, arguments, analyses, perspectives, or the rhetorical presentation of text in order to make an informed response 	<p><u>CCSS.ELA-LITERACY.RL.11-12.3</u></p> <p>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><u>CCSS.ELA-LITERACY.RL.11-12.4</u></p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p><u>CCSS.ELA-LITERACY.RL.11-12.5</u></p> <p>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 choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p>School Wide:</p> <p>Focused Notes</p> <p>Critical Reading Process</p> <ol style="list-style-type: none"> 1. Marking a Text <ol style="list-style-type: none"> a. Annotations b. rhetoric 2. IVF/GIST Summary <p>Curriculum:</p> <p>ERWC articles and sample personal statements/technical writings</p>	<p>CSU/UC Articulation</p> <p>AP Testing</p>	<ol style="list-style-type: none"> 1. Marking the te 2. IVF Summary <p>Assess in September/February</p>
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<p>Writing- Students can identify rhetoric in a text and give a thorough interpretation of it, especially in relation to the audience</p> <p>Students can make writerly decisions grounded in rhetorical contexts and genre</p> <p>Students can develop their writing by planning, revising, and editing with a specific purpose/occasion/intention and audience in mind.</p>	<p>CCSS.ELA-LITERACY.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>School Wide: IVF Summaries/GIST Statements</p> <p>Narratives: Technical Writing:</p> <p>Curriculum: ERWC</p>	<p>UC Personal Insights Common App Essay Scholarship Essays</p> <p>ERWC Portfolio</p>	<p>1. Narrative</p> <ul style="list-style-type: none"> ○ On-Demand ○ Failure/Not-So Perfect Moment UC ○ Insights/Common App/scholarship essay <p>2. Technical Writing</p> <ul style="list-style-type: none"> ○ Business Letters ○ Request for Recommendation ○ Cover Letter ○ Resume/References
<p>Speaking and Listening- Students can exchange information and ideas with others through speaking discussions using sentence stems</p>	<p>CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-LITERACY.SL.11-</p>	<p>School Wide: Structured collaboration ALL Strategies</p> <p>Curriculum: ERWC</p>	<p>CSU/UC Articulation</p>	<p>1. Group/Individual presentations</p> <ol style="list-style-type: none"> a. Cover letter b. Resume c. Interview d. portfolio <p>Looped throughout the year at the beginning and end of every module</p>

	<p><u>12.1.A</u></p> <p>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>Research/Inquiry- Students can research and synthesize multiple sources on a subject to show an understanding of the topic.</p>	<p><u>CCSS.ELA-LITERACY.W.11-12.7</u> 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><u>School Wide:</u> <u>Curriculum:</u> ERWC</p>	<p>CSU/UC Articulation</p>	<p>1. FAQ 2. Lifestyle/Budgeting tool</p> <p>Assess in December</p>