2020-2021 ELA 2 Essential Outcomes

Essential Outcome (what does *proficient* student work look like?) Should be holistic and descriptive. - Extension? Overall Claim: *Students can demonstrate college and career readiness in English language arts and literacy.* *Student Skills Document*	Supporting Standards (should include multiple standards- standards are not taught in isolation)	Supporting School-Wide Strategies +Curriculum Integration	Justification (SBAC, CAST, WASC Critical Areas for follow-up, AP Test, CSU/ UC Articulation-ERWC rubric, AVID CC Tool)	Formative & Summative Assessment (When/what will be assessed? DAP every 4 weeks) *Each member of PLC should be in charge of collecting data for one essential outcome in order to distribute leadership (create and distribute formatives, collect data, drive conversations)*	Resources Hyperlinked:

Writing - Students can produce effective and well-grounded writing for a range of purposes and audiences.	**W. 9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and	School-wide: Focused Notes Critical Reading Process GIST Statements A.L.L Quote Analysis Writing System Structured	SBAC ELA Data SBAC 6-11 WASC Critical Area for Follow-up #3 Argument Rubric CSU Articulation- ERWC Rubric SAT/ ACT	1. Prompt Deconstruction Formative (RAFTS)
				2. BFF (Background Thesis)
				    a. Background
				    b. Thesis
				3. 6 P Body Paragraph
					SOUL
					• SOUL Writing System Slideshow
					• SOUL Writing System Slideshow SPED (Meunier+Tighe)
					• Cloze Notes for SOUL Writing System

Extension: ● Philosophical Chairs ● Socratic Seminar *use skill and apply to speaking and listening for increased rigor **Focus on SOUL organization and FLOW of the essay; gradual REMOVAL of templates **Proficient at CER w/ transitions within paragraphs (FLOW) *Work towards 50% quotes 50% paraphrasing **Sentence VARIETY!	sufficient evidence. **W. 9-10.4** Produce clear and coherent writing in which the development, organization and style are appropriate to the text. **W. 9-10.2** Introduce precise and knowledgeable claims, establish the significance of the claims, distinguish the claims from opposing claims and create organization that logically sequences the text. **CCSS.ELA-LITERACY.W.11-12.1.E** Provide a concluding statement or section that follows from and supports the argument presented. Extension Standard	Collaboration A.L.L. Strategies Curriculum: MyPerspectives ERWC AVID Weekly Newsela Commonlit.org Actively Learn? SBAC Essay Exemplars	AP Articulation Document	(CER) a. Claim b. Evidence c. Reasoning 4. On Demand Essay ==Assess in August / January + loop== + On Demand Day 1 Semester 1, Day 1 Semester 2 -same prompt Rubrics: SBAC Argument Rubric CSU Argument Rubric On Demand Essay Rubric BFF Intro Rubric 6 P Body Paragraph Rubric	Slideshow SPED ● Editing "Why do people write?" ● Another SOUL Notes Templates ● BFF + Evidence Handout ● 6P Outline ● 6P Rubric ● Complete SOUL Outline ● SOUL Rubric ● SOUL Outline w/ Counterclaim ● 6P's Writing Template ● 4P's Writing System RAFTS ● Slideshow ● Gallery Walk Prompts ● RAFTS PowerPoint

	CCSS.ELA-LITERACY. SL.9-10.1.A 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.				
Reading - Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. ****Annotation to connect between texts and ideas, condensing info	**CCSS.ELA-LITERACY. RL.9-10.1** 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	School-wide: Focused Notes Critical Reading Process GIST Statements A.L.L Quote Analysis Writing System Structured Collaboration A.L.L. Strategies **Curriculum:** MyPerspectives	SBAC ELA Data SBAC 6-11 WASC Critical Area for Follow-up #3 Argument Rubric CSU Articulation- ERWC Rubric SAT/ ACT AP	1. Marking the Text (Rubric) 2. Comprehension Quiz (modeled on SBAC) a. Comprehension question followed by asking for where they found it in the text Assess in September/	Critical Reading (Marking the text) ● Slideshow Focused Note Taking ● Slideshow ● 5 Phrases Handout

				February	
Vocab strategies (inside, outside, outside, common roots, etc.) **Introduce ETHOS PATHOS LOGOS (analyze argument)**	**CCSS.ELA-LITERACY. RL.9-10.5** 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. **CCSS.ELA-LITERACY. RI.9-10.2** 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. **CCSS.ELA-LITERACY.**	ERWC AVID Weekly Newsela Commonlit.org Actively Learn?			

	RI.9-10.5 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. **CCSS.ELA-LITERACY. RI.9-10.10** 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. Extension: **CCSS.ELA-LITERACY. RI.9-10.6** 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, persuasiveness or beauty of the text.				
Speaking and Listening- Students can employ effective speaking and listening skills for a range of purposes and audiences. Extension: ● Rhetorical Analysis Essay ● Argument Essay **Listen to ONLY audio and answer comprehension questions ** Use of notecards 50% of the time (presentations) **Verbally produce	CCSS.ELA-LITERACY.SL.9-10.1 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. CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting	School-wide: Focused Notes Critical Reading Process GIST Statements A.L.L Quote Analysis Writing System Structured Collaboration A.L.L. Strategies Curriculum: MyPerspectives ERWC AVID Weekly Newsela Commonlit.org Actively Learn?	SBAC ELA Data SBAC 6-11 WASC Critical Area for Follow-up #3 Argument Rubric CSU Articulation- ERWC Rubric SAT/ ACT AP	1. Listening Comprehension 2. Philosophical Chairs (Rubric) Assess in October/ March	Socratic Seminar ● Slideshow ● Leader Script Philosophical Chairs ● Slideshow (School Start Time)

<mark>argument with claims, evidence, and reasoning</mark>	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.				
Research/ Inquiry- Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information. Extension: ● Explanatory Essay <mark>**Use of MLA format</mark>	**CCSS.ELA-LITERACY.W .9-10.8** 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 into	School-wide: Focused Notes Critical Reading Process GIST Statements A.L.L Quote Analysis Writing System Structured Collaboration A.L.L. Strategies **Curriculum:** MyPerspectives ERWC AVID Weekly Newsela	SBAC ELA Data SBAC 6-11 WASC Critical Area for Follow-up #3 Argument Rubric CSU Articulation- ERWC Rubric SAT/ ACT AP	1. [Credibility Rationale (rubric)](#) 2. Annotated Bibliography <mark>Assess in November/ April</mark>	Ethos Pathos Logos? Costas ● [HOT Slideshow](#)

**Citations: in-text and parenthetical
 	
**Use of work cited page on most essays
 	
*Exposure to hyperlinking evidence, research, and docs
 	
**Analyze and integrate 3 or more pieces of evidence into an essay from credible search engines
    • Google Scholar
    • JSTOR
    • OWL Purdue
 	
**Research on college / career
	the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	Commonlit.org
		Actively Learn?
		Student Research			