

Essential Outcomes Chart: What is it we expect students to learn?

Grade:	9-12	Subject:	ELD	Semester 1 & 2	Team Members:	DelPorto Bianchi	Thoeun	
Standard Description		Example Rigor		Prerequisite Skills		Common Assessment	When Taught?	Extension Standards
What is the essential standard to be learned? Describe in student-friendly vocabulary.		What does proficient student work look like? Provide an example and/or description.		What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?		What assessments will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standard(s)?
Collaboration: Exchanging information and ideas with others through speaking discussions on a range of social and academic topics. Interacting with others in written English through technology and print. Offering and justifying opinions, negotiating with and persuading others in discussion. Changing language choices for audience and purpose.		Holding appropriate discussions whole group and small group using academic language and responding and furthering discussion past the literal orally and in writing.		Sustain conversations, follow turn-taking rules, asking relevant questions, have some appropriate academic language and be able to paraphrase key ideas.		Philosophical Chairs, Socratic Seminars, Group discussions, Think-pair-share, Joint Constructions, Sentence reconstruction, Text Puzzles, Give one get one, and ELPAC	Throughout the year	Rigor will increase until students are RFEPed.
Interpretive: Listening actively to spoken English in social and academic situations. Reading and viewing a range of printed		Demonstration of reading and viewing proficiency for on-		Explain ideas, explain inferences, draw conclusions, use context clues,		Biography deconstructions, Presentations,	Throughout the year	Content will increase in rigor until students are RFEPed.

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and multimedia texts analyzing language choices. Evaluating how well writers and speakers use language to support ideas and arguments with details. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes.	grade level text using evidence to support opinions and arguments.	and general academic language.	Philosophical chairs, sentence reconstruction, adjective continuum, explanatory anchor charts, and text connectives, analyzing visuals (propaganda)		
Productive: Expressing information and ideas in formal oral presentations on academic topics Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology Justifying own arguments and evaluating others' arguments in writing Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas	Writing an appropriate argument/counter argument and explanatory text with a visual presentation using academic and persuasive language.	Using appropriate academic language, ability to use multimedia, and appropriate presentation language.	Academic presentations	Spring semester	Increasing rigor by increasing duration of presentations and length of argumentative/explanatory writing.

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<p>Structuring Cohesive Texts</p> <p>1. Understanding text structure</p> <p>2. Understanding cohesion</p> <p>Expanding and Enriching Ideas</p> <p>3. Using verbs and verb phrases</p> <p>Using nouns and noun phrases</p> <p>Modifying to add details</p> <p>Connecting and Condensing Ideas</p> <p>6. Connecting ideas</p> <p>7. Condensing ideas</p>	<p>Using varied sentences- simple and complex, using appropriate verbs and verb phrases, using text connectives, conjunctions, and transitions. Students will also use the appropriate preposition and prepositional phrase in writing and speaking.</p>	<p>Basic rules of grammar, usage, and mechanics</p>	<p>Explanatory anchor charts,</p> <p>Sentence reconstruction,</p> <p>text puzzles,</p> <p>sentence expanding/condensing activities,</p> <p>Joint collaboration,</p> <p>independent collaboration,</p> <p>biography deconstruction template, writing templates</p>	<p>Semester 1</p>	<p>Construct pieces independently with little to no support/scaffolds.</p>

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