

2021 ELA 2 Essential Outcomes

[Team Norms](#) [Grading Scale & Policies](#) [Calendar 2021-2022](#) [Calendar 2020-2021](#) [Calendar 2019-2020](#) [MyPerspectives Reading Selections](#)

<p><b>Essential Outcome</b> (what does <i>proficient</i> student work look like?) Should be holistic and descriptive.</p> <p>- Extension?</p> <p>Overall Claim: <i>Students can demonstrate college and career readiness in English language arts and literacy.</i></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 &amp; Summative Assessment</b> (When/what will be assessed? <b>DAP every 4 weeks</b>)</p> <p>*Each member of PLC should be in charge of collecting data for one essential outcome in order to <i>distribute leadership</i> (create and distribute formatives, collect data, drive conversations)</p>	<p><b>Resources Hyperlinked:</b></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>	<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><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>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</a></p>	<ol style="list-style-type: none"> <li>1. <a href="#">Prompt Deconstruction Formative</a> (RAFTS)</li> <li>2. <a href="#">Intro Writing (Background Thesis)</a> <ol style="list-style-type: none"> <li>a. Background</li> <li>b. Thesis</li> </ol> </li> <li>3. CER <a href="#">Body Paragraph</a> <ol style="list-style-type: none"> <li>a. Claim</li> <li>b. Evidence</li> <li>c. Reasoning</li> </ol> </li> </ol>	<p>CER Writing</p> <ul style="list-style-type: none"> <li>● SOUL <a href="#">Writing System Slideshow</a></li> <li>● <a href="#">SOUL to CER Writing Slideshow</a></li> <li>● <a href="#">SOUL Writing System Slideshow SPED (Meunier+Tighe)</a></li> <li>● <a href="#">Cloze Notes for SOUL Writing System Slideshow SPED</a></li> </ul>

<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>**Focus on SOUL organization and FLOW of the essay; gradual REMOVAL of templates</p> <p>**Proficient at CER w/ transitions within paragraphs (FLOW)</p> <p>*Work towards 50% quotes 50% paraphrasing</p> <p>**Sentence VARIETY!</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 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></p>	<p><u>Curriculum:</u> MyPerspectives ERWC AVID Weekly Newsela Commonlit.org Actively Learn? <a href="#">SBAC Essay Exemplars</a></p>	<p><a href="#">Document</a></p>	<p>4. <a href="#">On Demand Essay</a></p> <p><b>Assess in September/ February+ loop</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> <a href="#">BFF Intro Rubric</a> <a href="#">CER Body Paragraph Rubric</a></p>	<ul style="list-style-type: none"> <li><a href="#">Editing "Why do people write?"</a></li> <li><a href="#">Another SOUL Notes</a></li> </ul> <p>Templates</p> <ul style="list-style-type: none"> <li><a href="#">BFF + Evidence Handout</a></li> <li><a href="#">6P Outline</a></li> <li><a href="#">6P Rubric</a></li> <li><a href="#">Complete SOUL Outline</a></li> <li><a href="#">SOUL Rubric</a></li> <li><a href="#">SOUL Outline w/ Counterclaim</a></li> <li><a href="#">6P's Writing Template</a></li> <li><a href="#">4P's Writing System</a></li> </ul> <p>RAFTS</p> <ul style="list-style-type: none"> <li><a href="#">Slideshow</a></li> <li><a href="#">Gallery Walk Prompts</a></li> <li><a href="#">RAFTS PowerPoint</a></li> </ul>
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	<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><b>Reading</b> - Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p> <p>**Annotation to connect between texts and ideas, condensing info</p> <p>**Vocab strategies</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.</b></p>	<p><b>School-wide:</b> Focused Notes Critical Reading Process GIST Statements A.L.L Quote Analysis Writing System Structured Collaboration A.L.L. Strategies</p> <p><b>Curriculum:</b> 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>	<ol style="list-style-type: none"> <li>1. <a href="#">Marking the Text (Rubric)</a></li> <li>2. <a href="#">Comprehension Quiz (modeled on SBAC)</a> <ol style="list-style-type: none"> <li>a. <a href="#">Comprehension question followed by asking for where they found it in the text</a></li> </ol> </li> </ol> <p>Assess in August/ January</p>	<p>Critical Reading (Marking the text)</p> <ul style="list-style-type: none"> <li>• <a href="#">Slideshow</a></li> </ul> <p>Focused Note Taking</p> <ul style="list-style-type: none"> <li>• <a href="#">Slideshow</a></li> <li>• <a href="#">5 Phrases Handout</a></li> </ul>

<p>(inside, outside, outside, common roots, etc.)</p> <p>**Introduce ETHOS PATHOS LOGOS (analyze argument)</p>	<p><b>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 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</p>	<p>Newsela Commonlit.org Actively Learn?</p>			
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	<p>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</p>				
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	content contribute to the power, 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>**Listen to ONLY audio and answer comprehension questions</p> <p>** Use of notecards 50% of the time (presentations)</p> <p>**Verbally produce argument with claims, evidence, and reasoning</p>	<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</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>Socratic Seminar</p> <ul style="list-style-type: none"> <li>• <a href="#">Slideshow</a></li> <li>• <a href="#">Leader Script</a></li> </ul> <p>Philosophical Chairs</p> <ul style="list-style-type: none"> <li>• <a href="#">Slideshow</a> (School Start Time)</li> </ul>

	<p>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><b>Research/ Inquiry-</b> Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.</p> <p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>• Explanatory Essay</li> </ul> <p><b>**Use of MLA format</b></p> <p><b>**Citations: in-text and parenthetical</b></p>	<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 into the text selectively to maintain the flow of ideas, avoiding</p>	<p><b>School-wide:</b> Focused Notes Critical Reading Process GIST Statements A.L.L Quote Analysis Writing System Structured Collaboration A.L.L. Strategies</p> <p><b>Curriculum:</b> 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. <a href="#">Credibility Rationale (rubric)</a></li> <li>2. Annotated Bibliography</li> </ol> <p><b>Assess in December / May</b></p>	<p>Ethos Pathos Logos?</p> <p>Costas</p> <ul style="list-style-type: none"> <li>• <a href="#">HOT Slideshow</a></li> </ul>

<p>**Use of work cited page on most essays</p> <p>*Exposure to hyperlinking evidence, research, and docs</p> <p>**Analyze and integrate 3 or more pieces of evidence into an essay from credible search engines</p> <ul style="list-style-type: none"><li>● Google Scholar</li><li>● JSTOR</li><li>● OWL Purdue</li></ul> <p>**Research on college / career</p>	<p>plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>Student Research</p>			
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