

# ELA

## HS Essential Standards

Essential Standards: What we expect students to learn...									
Grades:	9-12	Subject:	ELA	Semester:	First	Team Members:	Chris Long Meredith McCullough	Ginny Nielsen Brandi Flugel	Shyla Titus
Standard Description	Assignment	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 assessment(s) 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)?	
RL1 and RI1 Cite strong and thorough textual evidence to support what the text actually says as well as the inferences drawn from the text.			-Know what textual evidence is -Know how to paraphrase and use direct quotations. -Know how to weave evidence into their writing: introduce, cite, explain. -Know what inference is.				2nd Quarter		
W2b Develop the topic thoroughly by selecting the most significant and relevant facts, well-chosen details, extended definitions, concrete details, quotations, or other information and examples appropriate to the	9 - Interview Narrative 10 - Informational Essay 11 - Definition Essay 12 - Literary Analysis		Basic understanding of: - What a thesis is and does - Paragraph organization and composition			9 - Informational/Explanatory Rubric 10 - Informational/Explanatory Rubric 11 - Informational/Explanatory Rubric 12 - Argumentative Rubric	1st or 2nd Quarter		

audience's knowledge of topic.						
L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	9 - Parallelism 10 - Colon 11 - Dangling and Misplaced Modifiers 12 - Commas		Basic understanding of: 9 - Parts of speech -What a gerund is 10 - 11 - What a modifier is. What a subject is. 12 - -Sentence fragments -Run-on sentences -Standard rules for commas		1st or 2nd Quarter	
SL4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.					1st or 2nd Quarter	

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

<b>Essential Standards Chart: What is it we expect students to learn?</b>									
Grades:	9-12	Subject:	ELA	Semester:	Second	Team Members:	Chris Long	Ginny Nielsen	
								Brandi Flugel	

Standard Description	Assignment	Example Rigor	Prerequisite Skills	Common Assessment	When Taught?	Extension Standards
<p><b>What is the essential standard to be learned? Describe in student-friendly vocabulary.</b></p>		<p><b>What does proficient student work look like? Provide an example and/or description.</b></p>	<p><b>What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?</b></p>	<p><b>What assessment(s) will be used to measure student mastery?</b></p>	<p><b>When will this standard be taught?</b></p>	<p><b>What will we do when students have learned the essential standard(s)?</b></p>
<p>RI/RL 10 By the end of the grades, read and comprehend literature, including stories, dramas, and poems, in the grade level text complexity band proficiently, with scaffolding as needed at the high end of the range, or independently and proficiently (RL); By the end of the grades, read and comprehend literary nonfiction in the grade level text complexity band proficiently, with scaffolding as needed at the high end of the range, or independently and proficiently (RI)</p>						
<p>W 7 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</p>						

<p>inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>						
<p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>9 -Apostrophes and possession 10 - 11- Subject/Verb Agreement 12 -</p>		<p>Basic understanding of: 9- Plurality versus possession 10- 11- Parts of speech Sentence completeness 12 -</p>		<p>3rd Quarter</p>	
<p>SL5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>					<p>3rd or 4th Quarter</p>	