

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

Grade:	11	Subject:	English	Semester	Fall	Team Members:	Michelle Cole	Cecil Morris	Amanda Morillas	
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 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)?
1. I will be able to identify and analyze how authors achieve their purpose in non-fiction text (speeches, essays, newspaper articles). (See addendum that unpacks student-friendly standard descriptions into operational language)		Students will write paragraphs analyzing text for author's purpose (see samples).		author's purpose, figurative language (metaphor, simile, personification, exaggeration/hyperbole), tone, mood, diction, imagery, symbolism		Form Assmt #1 (rhetoric) Form Assmt #2 (rhetoric) Eng 11 midterm		Weeks 1-3 teach/ reteach/review Weeks 14-15: further review and additional application		Students will incorporate skills into their own writing through synthesis and application.
2. I will be able to identify and analyze how authors achieve their purpose in fiction (poetry, stories, novels, plays, etc.) (See addendum)		Students will write paragraphs analyzing text for author's purpose (see samples).		author's purpose, figurative language (metaphor, simile, personification, exaggeration), diction, imagery, and symbolism		Form Assmt #1 (poetry) Eng 11 Midterm		Weeks 4-6 teach/ reteach/review Weeks 16-17: further review and additional application		Students will incorporate skills into their own writing through synthesis and application
3. I will be able to recognize satire and explain its purpose. (see addendum)		Students will analyze satire (see samples)		exaggeration/hyperbole, understatement, irony, parody, satire		Form assmt #2 (satire) Eng 11 Midterm		Weeks 7-8 teach/ reteach/review		Students will create their own satires.
4. I will be able to write an argumentative essay that supports my point of view and considers my opponent position.		See rubric		evidence analysis thesis		Argumentative essay (JRP)		Weeks 12-13 teach/ reteach/review		Students will peer review other's work and act as tutors.
5. I will be able to combine information from multiple sources to develop an argument.		See student sample		summarize paraphrase		Argumentative Essay (JRP)		Weeks 10-11 teach/ reteach/review		Students will peer review other's work and act as tutors.
6. I will be able to evaluate the credibility of sources.		See student sample		sources		Argumentative Essay (JRP)		Weeks 10-11 teach/ reteach/review		Students will peer review other's work and act as tutors.

7. I will be able to produce writing that demonstrates control of language conventions (active voice, semi-colon, commas, parallel structure, transitions).	Students will pass DWA, EAP, and DCA portion of exam with a score of "4" (80%) or better.	comma transition	DWA, EAP	Weeks 1-18 teach/reteach/review	Students will create test questions that could be used in alternative exams for students who must retake exams.
8. I will learn words that increase my vocabulary and add strength to my writing.	Students will pass all exams with a score of 80% or better.	None	Vocabulary exams	Weeks 1-18 teach/reteach/review	Students will create test questions that could be used in alternative exams for students who must retake exams.