

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

Grade:	10	Subject:	English	Semester	1	Team Members:	Kelly Capell	Amy Shishido		
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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)?
I am able to select appropriate evidence from nonfiction texts to support an argument.		select three quotes from "The Desert" that demonstrate Abbey's attitude toward it		understand difference between quoting and summarizing; understand writing prompt & directions; understand difference between evidence & analysis; reading comprehension - which parts of the text best support/fit particular arguments		- Guidesheet & paragraph for Edward Abbey's "The Desert"		Week 12		How do tone, mood & style work to achieve rhetorical purposes?
I am able to select appropriate evidence from literature to support an argument.		Provide three examples of how diction and setting description creates mood in "The Pedestrian"		understand that quoting is anything taken from a text; understand difference in conventions between quoting dialogue and narration; understand difference between evidence & analysis; reading comprehension - which parts of the text best support/fit particular arguments		-Setting & mood paragraph - "The Pedestrian" -Characterization paragraphs "Everyday Use" and THE BEAN TREES -Theme paragraphs for LORD OF THE FLIES -District Writing Assessment		Week 2-3		How do historical influences shape characters?
I am able to discuss and explain (analyze) the support I select for my arguments		Provide two to three sentences of explanation per example discussing HOW the examples of diction and setting create the		make and describe connections between evidence and argument (thesis); analytical/rhetorical/		Setting & mood paragraph - "The Pedestrian" -Characterization paragraphs "Everyday		Weeks 2-8		Weave quotation & analysis into same sentence

	mood in "The Pedestrian"	argumentative vocabulary (power verbs and linking words)	Use" and THE BEAN TREES -Theme paragraphs for LORD OF THE FLIES -District Writing Assessment		
I can identify an author's tone & purpose in nonfiction readings	Use diction and detail to identify Abbey's attitude toward the desert.	define tone and purpose; identify genre; summarize main ideas/arguments of a text; identify connotation of key vocabulary	- District Common Assessment - Guidesheet for "The Desert"	Week 12	Apply mood and tone identification skills to more complex texts
I can identify an author's tone & mood in fictional readings	Use diction and detail to identify the mood created by Bradbury in "The Pedestrian"	define tone and mood; identify genre; summarize main ideas/arguments of a text; identify connotation of key vocabulary; recognize sensory details	-District Common Assessment -District Common Assessment practice quizzes -"The Pedestrian" paragraph	Week 2-3	Discuss how the tone an author takes can affect/create mood in additional/more complex texts
Demonstrate command of written English through control of punctuation, sentence structure, capitalization, and verb tenses	correctly respond to CaHSEE test questions reviewed in class (e.g. Which is the best correction to the following sentence...")	define grammar terms (punctuation, parts of speech, etc.); knowledge of grammar rules that govern use	-Essay final drafts (80% policy - students who do not score 80% or higher must rewrite & revise) -Peer Edit sheets -District Common Assessment	Throughout	Use command of written English language to enhance voice & style
Revise writing to improve its logic, organization, and correctness	correctly respond to CaHSEE test questions with sample student writing (e.g. Which example best supports the topic sentence in paragraph two?)	awareness of essay organizational structure (intro, thesis, body paragraphs, conclusion and components of each); understanding of accepted academic language and style for different genres of essay writing (e.g. no first person in lit analysis; no slang, passive voice,	Essay final drafts (80% policy - students who do not score 80% or higher must rewrite & revise) -Peer Edit sheets	Throughout	Evaluate advanced student work and compare it to rubrics (DWA, AP)

		etc.)			
Recognize denotative and connotative meanings of words and how words affect tone or mood in a reading	Successful completion of guidesheet for "The Flowers" (select significant vocabulary and identify denotative and connotative meaning of words in text)	knowledge of context clues and how they assist in comprehending new vocabulary; define denotation and connotation; define mood and tone	-Vocabulary Lists 1-8 packets, roots hand outs and quizzes -District Writing Assessment	Flowers = Week 14 Vocabulary - throughout	Analyze word choice in more complex texts
I am able to write a thesis that clearly identifies the argument I will be making in my essay.	District Writing Assessment score of 3 or higher	define thesis (argument); understand it's function and placement in essay; know that thesis must answer the prompt	-District Writing Assessment -Biographical narrative essay -Theme essay for LORD OF THE FLIES	Week 16	Have students grade their essay based on DWA rubric. Rewrite to reach the 6 grade or as near as they can get their essay.
I am able to identify the theme of a literary text and describe how that theme is developed over the course of the story	LORD OF THE FLIES essay score of B or higher	define theme; define literary devices such as foreshadowing, flashback, and symbolism and be able to recognize them in a literary text; understand features of characterization (direct & indirect) including character motivation & development	-LORD OF THE FLIES test -Short story quizzes -Theme & symbolism paragraphs for LORD OF THE FLIES and THE BEAN TREES	Week 14-18	Have student choose a poem and discuss how the connotation and denotation of words in the poem contribute to the mood and tone.