

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

Grade:	9	Subject:	English	Semester	Fall	Team Members:	Katie MacManus	Paul O'Brien	Bobby Ritter	
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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 will be able to . . . 1. Read and understand informational documents and use them for their intended purpose.		1. Why are certain parts of the application divided into columns? 2. Based upon the map, what conclusions can you draw about the early Spanish missionaries?		Basic reading strategies, including but not limited to: facile use of dictionary; use of thesaurus; ability to articulate common-sense readings of graphically organized lists; ability to examine maps and charts for direction and scale; ability to process instructions for sequential, chronological, and functional order.		1. Informational Materials Assessment 2. Midterm, Q's 15-25 on Resume and Map		1. Quarter 4, Week 1 2. Midterm		Students must be allowed to read materials of their own choosing to encourage self-sponsored literacy. Recommend no SSR until non-fiction targets are achieved.
I will be able to . . . 2. Read and understand nonfiction texts to determine author's purpose and level of credibility.		1. (Credibility) What is the strongest evidence Dr. Benitez presents in his letter to defend his theory? 2. (Purpose) What is the purpose of Mitchell's editorial?		Understand distinctions between key question terms: "analyze," "summarize," "compare and contrast," and "discuss;" Weigh credibility and bias and articulate same without having to agree or disagree with said bias; Infer bias from biography and prior statements about the author; articulate connotative differences in diction choices		Nonfiction Assessment		Quarter 3, Week 9		Students must be allowed to read materials of their own choosing to encourage self-sponsored literacy. Recommend no SSR until non-fiction targets are achieved.
I will be able to . . . 3. Analyze how writers of		1. Which of the following best describes the theme of this		Academic Vocabulary: characterization, direct,		1. Elements of Fiction Assessment (Old Man at the		1. Quarter 3, Week 5 2. Midterm		

<p>fiction develop complex themes and characters.</p>	<p>selections? 2. When relatives arrive, Sasha and Varya's words and actions reveal them both to be— 3. Write an essay that traces the development of a theme or character across the entire novel.</p>	<p>indirect, traitsdialogue, action, appearance, internal thoughts, opinion of others, protagonist, antagonist, motivation, subordinate, flat, round, dynamic, static characters</p>	<p>Bridge) 2. Midterm (A Country Cottage) 3. Literary Analysis Essay: Of Mice and Men</p>	<p>3. Quarter 3, Week 8</p>	
<p>I will be able to . . . 4. Write a narrative that includes dialog, description, and a plot.</p>	<p>Write a narrative that sequences events, is reflective in nature, includes multiple examples of details, and dialogue.</p>	<p>Quotation Conventions Academic Vocabulary engaging opening/hook, background information, hint a significance of event, sequence of events, details of people, setting, events, sensory details, thesaurus, active voice, dialogue, internal thoughts, reflection on significance of event</p>	<p>Narrative Writing</p>	<p>Quarter 3, Week 6</p>	
<p>I will be able to . . . 5. Write an essay that analyzes the development of a literary element.</p>	<p>Write an essay that analyzes the use of a literary element (mood, diction, etc) in a selected passage.</p>	<p>Use basic 3-part essay structure (introduction, body, conclusion) Read at grade level Use graphic organizers to organize thought, establish a controlling thesis, and integrate quotes and analysis into essay to support thesis Understand literary elements and identify author's development of them</p>	<p>1. District Writing Assessment</p>	<p>1. Quarter 4, Week 5</p>	
<p>I will be able to . . . 6. Write an argumentative</p>	<p>Write an argument that establishes a position on a topic and support it with relevant</p>	<p>Use basic 3-part essay</p>	<p>"Going for the Look" in-class argumentative essay</p>	<p>Quarter 4, Week 7</p>	<p>Provide more challenging requirements/activities.</p>

<p>essay that supports my point of view.</p>	<p>evidence.</p>	<p>structure (introduction, body, conclusion) Read at grade level Understand how to respond to and address all parts of a prompt Understand author's use of rhetorical devices Use graphic organizers to organize thought, establish a controlling thesis, synthesize information from multiple sources to support thesis, integrate quotes and analysis into essay to support thesis, establish voice, and clarify purpose.</p>			<p>For example, students could research the topic and look for articles to use as evidence rather than use the ones provided. Students could also work on writing a counterargument to their own essay or a fellow student's essay, allowing them to practice writing arguments. Lastly, they could also help to edit and tutor fellow students who are struggling.</p>
<p>I will be able to . . . 7. Produce writing that demonstrates control of language conventions.</p>	<p>Errors in grammar and mechanics do not interfere with understanding when writing. Select correct grammar/mechanics for underlined section of a sentence. When my grandfather was a teenager, he learn how to ride a horse .</p>	<p>Capitalization Able to write complete sentence Subject/Verb agreement Identify and use clauses, phrases, semicolons, colons, ellipses, and hyphens. Understand parallel structure, subordination, and proper placement of modifiers.</p>	<ol style="list-style-type: none"> 1. Narrative Essay 2. OMM Essay 3. DWA 4. Argument Revision 5. CAHSEE Practice Test 	<ol style="list-style-type: none"> 1. Quarter 3, Week 6 2. Quarter 3, Week 8 3. Quarter 4, Week 5 4. Quarter 4, Week 9 5. Quarter 4, Week 2 	<p>Partner with struggling students to mentor during class time Have successful students present DOL bellwork corrections</p>
<p>I will be able to . . . 8. Engage in a writing process that includes prewriting, producing an original text, and revising prior to editing and</p>	<p>Revise initial draft of argument to included evidence from at least two additional sources.</p>	<p>Basic 3-part essay structure (introduction, body, conclusion) Reading at grade level Use of graphic organizers to organize thought,</p>	<p>Argument Revision</p>	<p>Quarter 4, Week 9</p>	<p>Revision of previous essays to improve grade</p>

publishing.		establish a controlling thesis, use of action verbs, sensory details, active voice, synthesize information from multiple sources to support thesis, revision techniques to improve coherence, establish voice, and clarify purpose.			
I will be able to . . . 9. Expand my vocabulary to include high frequency and multiple meaning words.		Reading and vocabulary scores at grade level.	1. Vocabulary midterm 2. Vocabulary final	1. Midterm 2. Final	
I will be able to . . . 10. Expand my ability to make meaning out of new words through using context clues, word roots, affixes, and patterns of use.		Reading and vocabulary scores at grade level.	1. Vocabulary midterm 2. Vocabulary final	1. Midterm 2. Final	