

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

Grade:	9-12	Subject:	ELD 4	Semester	Fall & Spring (year long)	Team Members:	Amber Pryor		
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)?
<p>Listening &amp; Speaking</p> <p>1. Summarize stories in great detail (plot, characters, setting, theme).</p> <p>2. Give oral presentations that vary according to purpose, audience, and subject.</p> <p>3. Use simple figurative expressions (like similes, metaphors, or idioms) to communicate..</p>		<p>Example Response: The story, "The World's Fastest Human," takes place in 1919 near a farmhouse. The story is about two young brothers and their neighbor, Sara. Quincy, the older brother is encouraging and sweet. His younger six-year-old brother likes a challenge. Their neighbor Sara comes over each day and is a confident athlete. One day Sara said that she didn't wanted to play marbles, so Jesse said they should race. Sara didn't say yes right away. She believed she could run like the wind and thought the race would be unfair to Jesse. Jesse convinced Sara to race, by telling her if she won, he would give her his kaleidoscope. When</p>		<p>Listening &amp; Speaking</p> <p>1. Identify main idea and important details.</p> <p>2. Participate in informal, academic conversations by asking and answering in complete sentences and restating what has been said.</p> <p>3. Prepare and deliver oral presentations on specific topics.</p>		<p>Continuous Classroom/Teacher Observation</p>		Each term	Expose student to English 9 instruction and materials, or promote student to SDAIE English 9 or 10 (or next appropriate level of mainstream instruction)

	<p>Quincy counted to three, Jesse and Sara began to race. Surprisingly Jesse won. Sara couldn't believe it, but she was proud of him. Several years later, Jesse Owens won four gold medals in the Olympics and became the world's fastest human."</p>				
<p>Reading Fluency &amp; Vocabulary Development</p> <p>4. Recognize figures of speech and interpret common idioms.</p> <p>5. Use knowledge of affixes and root words to figure the meaning of words in academic writing.</p> <p>6. Recognize that some words have multiple meanings and apply this knowledge to understanding texts.</p> <p>7. Read aloud multiple paragraphs of subject matter text with some expression.</p>	<p>Example Assessment Questions:</p> <p>4. I slipped my feet into two socks that were as soft as rabbits.</p> <p>a. metaphor b. simile c. personification d. imagery</p> <p>5. Choose the appropriate prefix for each word so that the meaning of the word becomes the opposite. Write the letter of the correct answer on your answer sheet.</p> <p>Example: Happy</p> <p>a. unhappy b. nonhappy c. inhappy d. subhappy</p> <p>The answer is (a) unhappy</p> <p>6. I really hope my mom didn't break her arm when she fell.</p> <p>a. When will it be time to take our lunch break? b. I didn't mean to break</p>	<p>Reading Fluency &amp; Vocabulary Development</p> <p>4. Use context clues to make inferences.</p> <p>5. Read chapter books independently.</p> <p>6. Smoothly read aloud a paragraph of subject matter text with expression.</p>	<p>Continuous Classroom/Teacher Observation and ELD 4 Benchmark Assessment</p>	<p>Each term</p>	<p>Expose student to English 9 instruction and materials, or promote student to SDAIE English 9 or 10 (or next appropriate level of mainstream instruction)</p>

	<p>the lamp, but I got grounded anyway. c. Students cannot wait until Winter Break begins.</p> <p>7. Correctly pronounce words, take appropriate breaths and pauses for punctuation, and use varying inflection.</p>				
<p>Reading Comprehension</p> <p>8. Analyze the structure and format of workplace documents and the way in which authors use the features to achieve their purpose.</p> <p>9. Identify author's purpose in a variety of texts.</p>	<p>Example Assessment Questions:</p> <p>8. What is the purpose of the image used in Document A? The image in Document A helps the reader to better understand the steps explained in the document, because you can see them being done.</p> <p>9. What is the purpose of this passage?</p> <p>a. To tell people about healthy eating b. To convince people to buy the SuperSlicer3000 c. To show the correct way to slice fruits and vegetables d. To explain how tomatoes are better than oranges</p>	<p>Reading Comprehension</p> <p>7. Apply knowledge of the main idea to make predictions about informational, literary, and content texts</p> <p>8. Read informational texts and use simple sentences to identify author's purpose.</p> <p>9. Make inferences based on context clues</p>	<p>ELD 4 Benchmark Assessment</p>	<p>Each term</p>	<p>Expose student to English 9 instruction and materials, or promote student to SDAIE English 9 or 10 (or next appropriate level of mainstream instruction)</p>
<p>Literary Response and Analysis</p> <p>10. Analyze the use of</p>	<p>Example Assessment Questions:</p> <p>10. Read the following examples of personification from "Water Dance": What</p>	<p>Literary Response and Analysis</p> <p>10. Read stories and use</p>	<p>Ongoing formative and summative assessments, in addition to the ELD 3 Benchmark Assessment</p>		<p>Expose student to English 9 instruction and materials, or promote student to SDAIE English</p>

<p>literary elements (simile, metaphor, diction) in literature.</p> <p>11. Describe the interaction between characters and subordinate characters in stories.</p> <p>12. Determine character's traits through indirect characterization.</p> <p>13. Compare and contrast orally and in writing a similar theme or topic across several genres by using detailed sentences.</p>	<p>thing are given human characteristics? What are the characteristics? How do they affect meaning?</p> <p>11. Read the story below and answer the questions about it below. Use the answer sheet to write your answers.</p> <p>"Y'all get some stones," commanded Joey now and was met with instant giggling obedience as everyone except me began to gather pebbles from the dusty ground. "Come on Lizabeth."</p> <p>I just stood there peering through the bushes, torn between wanting to join the fun and feeling that it was a bit silly.</p> <p>- Describe the relationship between the Joey and Lizabeth in the story.</p> <p>- Is their relationship the same as Joey's and the other children in the story? Why or why not?</p> <p>12. Write down two character traits the Dad shows through indirect</p>	<p>detailed sentences to describe a character's traits.</p> <p>11. Explain, orally or in writing, the theme, plot, setting, and characters with examples from stories.</p> <p>12. Use detailed sentences to identify ways in which poets use figurative language.</p> <p>13. Use detailed sentences to explain the theme in stories.</p>		<p>Each term</p>	<p>9 or 10 (or next appropriate level of mainstream instruction)</p>
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	<p>characterization, and give specific examples from the story to show that he possesses each trait.</p> <p>13. Students are asked to compare and contrast fiction and non-fiction, as well as various genres of fiction. This is also assessed with Achieve3000.</p>				
<p>Writing Strategies and Applications</p> <p>14. Write biographical or autobiographical narratives or short stories using the sequence of events; include figurative language and sensory details and examples of indirect and direct characterization.</p> <p>15. Write essays that contain a simple thesis, body paragraphs with both evidence and analysis, and conclusion that is on topic.</p> <p>16. Write responses to literature: state a clear position and include evidence from the text and/or other works; include simple analysis of</p>	<p>14. Write an essay (Introduction, Body and Conclusion) about a time that you were scared, nervous OR really happy. Use lots of details (try using figurative language like similes, metaphors, sensory details, or personification) to describe this event. Be sure to use clear transitions to show when things happened.</p> <p>15. Proficiency would be demonstrated if student includes all required parts in at least a three paragraph essay.</p> <p>16. Write a body paragraph about one of the characters from "The World's Fastest Human."</p>	<p>Writing Strategies and Applications</p> <p>14. Use simple and compound sentences to write short stories that include a sequence of events, characterization, and supporting details.</p> <p>15. Write responses to stories, poems, or dramas using detailed sentences and transitions.</p> <p>16. Use basic strategies of note taking, prewriting, outlining, and summarizing to write paragraphs.</p> <p>17. Write brief (paragraphs) responses and research reports that (a) include a topic sentence and some</p>	<p>Ongoing formative and summative assessments, in addition to the ELD 4 Benchmark Assessmen</p>	<p>Each term</p>	<p>Expose student to English 9 instruction and materials, or promote student to SDAIE English 9 or 10 (or next appropriate level of mainstream instruction)</p>

evidence.	Choose one character trait to analyze in your paragraph. Include direct evidence from the story and properly use quotations.	supporting details; (b) provide information from sources and (c) mention where you got your information (site your source)			
<p><b>Writing Conventions</b></p> <p>17. Create essays with time and sequence transitions.</p> <p>18. Use and punctuate introductory phrases and clauses.</p> <p>19. Choose appropriate (word choice) diction according to purpose.</p>	Students are provided units of instruction on these various writing conventions, with the expectation that final drafts will not be accepted with multiple errors. This is common practice with final drafts and Achieve3000 Thought Questions, where a student must score a C or higher to have their writing assignment count towards their grade.	<p><b>Writing Conventions</b></p> <p>18. Revise paragraphs to use transitions (time) and varied sentence structure</p>	Ongoing formative and summative assessments, in addition to the ELD 3 Benchmark Assessmen	Each term	Expose student to English 9 instruction and materials, or promote student to SDAIE English 9 or 10 (or next appropriate level of mainstream instruction)