

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

Grade:	9-12	Subject:	ELD 3	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 & 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>Proficient students would be expected to respond correctly to the following example questions, or perform the following tasks:</p> <p>1. Student is to read aloud the paragraph below and respond to questions one and two. "The atmosphere on Saturn is very harsh (hard). Humans would have a hard time breathing on Saturn. There are many clouds covering Saturn. There are also very strong winds on Saturn. Saturn has two main types of gas. One type is called hydrogen. The other type is called helium. Helium is the same gas that is used in special occasion balloons that float in the air. If you were able to stand on Saturn, you would find</p>		<p>1. Restate in simple sentences the main idea, and respond to multi-step oral directions.</p> <p>2. Communicate basic needs by asking and answering in simple sentences in different social and academic settings.</p> <p>3. Deliver short oral presentations.</p>		<p>Teacher observation and ELD 3 Benchmark Assessment</p>		<p>Each term</p>	<p>Expose student to ELD 4 instruction and materials, or promote student to ELD 4 (or next appropriate level of ELD/mainstream instruction)</p>

	<p>that its land is not solid like Earth's. Saturn's land is made up of a sea of liquid hydrogen that is thousands of miles deep." -What is the main idea in this paragraph? -Tell me three details about the environment on the planet Saturn?</p> <p>2 & 3. Independently and in small groups</p>				
<p>Reading Fluency & Vocabulary Development</p> <p>4. Use context clues to make determine the meaning of unknown words.</p> <p>5. Read chapter books independently.</p> <p>6. Smoothly read aloud a paragraph of subject matter text with expression.</p>	<p>4. Demonstrate consistently the ability to determine the meaning of words without the use of translation - this is assessed frequently using Achieve3000 (among other classroom activities and assessments). Students must score 75% or higher on Achieve3000 quizzes to receive credit for their work.</p> <p>5. SSR program requires students to read a minimum of 100,000 words of appropriate level independent reading each semester.</p> <p>6. Correctly pronounce words, take appropriate breaths and pauses for punctuation, and use varying inflection.</p>	<p>4. Recognize and self-correct simple errors when reading and speaking aloud.</p> <p>5. Recognize simple word relationships (synonyms, antonyms).</p> <p>6. Read short stories or passages independently.</p>	<p>Teacher observation, ELD 3 Benchmark Assessment and SSR program</p>	<p>Each term</p>	<p>Expose student to ELD 4 instruction and materials, or promote student to ELD 4 (or next appropriate level of ELD/mainstream instruction).</p>
<p>Reading Comprehension</p> <p>7. Apply knowledge of the main idea to make predictions about informational, literary, and</p>	<p>7. Read the following passage: The day of the barbecue got off to a beautiful start. The sun was bright and the breeze was gentle. The camp counselors had just finished putting up the tents, when the sky began to</p>	<p>7. Know the differences between plays, poems, novels, fiction, and non-fiction.</p> <p>8. Identify main ideas and</p>	<p>ELD 3 Benchmark Assessment</p>	<p>Each term</p>	<p>Expose student to ELD 4 instruction and materials, or promote student to ELD 4 (or next appropriate level of ELD/mainstream</p>

<p>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>darken and the gentle breeze became a wild wind.</p> <p>___Predict what is most likely to happen next.</p> <p>A. The sun could set.</p> <p>B. The camp counselors could start the barbecue.</p> <p>C. The tents could blow over.</p> <p>D. All of the camp counselors will eat hamburgers.</p> <p>8. - ___ The paragraph from "Daily Life: Making the Most of Everything" was written to _____...</p> <p>9. Answer the following question by selecting the BEST answer.</p> <p>What evidence would make you infer that a reading is fantasy fiction?</p> <p>A. The birds fly.</p> <p>B. The children can fly.</p> <p>C. The animals play.</p> <p>D. The plants grow.</p>	<p>supporting details in texts</p> <p>9. Recognize features of informational texts (italics, bold, heading, title, bullets, captions, images).</p>			<p>instruction)</p>
<p>Literary Response and Analysis</p> <p>10. Read stories and use detailed sentences to describe a character's traits.</p> <p>11. Explain, orally or in</p>	<p>10 - 12. After reading the story "The Cat, The Monkey, & The Chestnuts: In a short paragraph describe the monkey's character. Use at least two adjectives and specific details from the story to show what type of animal</p>	<p>10. Identify the plot, setting, and characters of a story.</p> <p>11. Read a piece of literature and describe a character.</p> <p>12. Identify the speaker</p>	<p>ELD 3 Benchmark Assessment</p>	<p>Each term</p>	<p>Expose student to ELD 4 instruction and materials, or promote student to ELD 4 (or next appropriate level of ELD/mainstream instruction)</p>

<p>writing, the theme, plot, setting, and characters with examples from stories.</p> <p>12. Use detailed sentences to explain the theme in stories.</p> <p>13. Use detailed sentences to identify ways in which poets use figurative language.</p>	<p>the monkey is.</p> <ul style="list-style-type: none"> - Who are the main characters in the fable? - Describe the setting in the fable? - What is the resolution of the fable? - What is the lesson (theme) that is being taught thru the fable? <p>13. Describe in a couple of sentences what Hughes is saying about "Dreams" in this poem. Use specific examples from the poem to explain your answer.</p>	<p>or narrator and recognize the difference in points of view between first and third person.</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>14. Write at least two paragraphs about a time when you were scared, nervous OR really happy. Use lots of details to describe this event and be certain to use clear transitions to show when things happened.</p> <p>15. See numbers 10 & 13</p> <p>16. Each student is required to demonstrate this skill on all writing task. Taught a specific unit on various forms of pre-writing. In addition, they are given an assessment on</p>	<p>13. Write complete paragraphs with an introductory sentence, details, and concluding sentence.</p> <p>14. Write paragraphs that discuss a text and relate to content area selections or literature.</p>	<p>Ongoing formative and summative assessments, in addition to the ELD 3 Benchmark Assessment</p>	<p>Each term</p>	<p>Expose student to ELD 4 instruction and materials, or promote student to ELD 4 (or next appropriate level of ELD/mainstream instruction)</p>

<p>17. Write brief (paragraphs) responses and research reports that (a) include a topic sentence and some supporting details; (b) provide information from sources and (c) mention where you got your information (site your source)</p>	<p>their understanding of the importance of pre-writing.</p> <p>17. Students produce articles on various topics (travel, cooking, current events, etc.) for class newspaper. Also evident in Thought Question responses on Achieve3000 program.</p>				
<p>Writing Conventions</p> <p>18. Revise paragraphs to use transitions (time) and varied sentence structure.</p>	<p>Example sentence: "Jose saved his money and spent two months traveling around the world. First, he flew from his home in Mexico City to New York City. He spent a week in New York and then flew to London and enjoyed several weeks in Europe. When he had seen the sights in Europe, Jose took a train to Istanbul and visited many places in Asia. After traveling through Asia, he went to South America and finally back home to Mexico."</p>	<p>15. Know how to correctly write the future, present and past continuous forms of different verbs.</p> <p>16. Write using varied sentences (simple, compound) with correct punctuation (commas),</p>	<p>Ongoing formative and summative assessments, in addition to the ELD 3 Benchmark Assessmen</p>	<p>Each term</p>	<p>Expose student to ELD 4 instruction and materials, or promote student to ELD 4 (or next appropriate level of ELD/mainstream instruction)</p>