ELL Intermediate (#1820) and
ELL Intermediate/ Advanced (#1830)
Grades 9-12

Description ELL Intermediate and ELL Intermediate/Advanced integrates reading, writing, speaking and listening, and language at an intermediate level. ELL students will develop and enhance English language skills based on the 9th grade English Language Arts standards.

Credits 1.0 (each course)

Prerequisites
Textbooks/Resources Instructional Framework- Common Core Curriculum Companion, CESA 7 (online)
Writing- *Prentice Hall Writing Coach*, 2012 (ISBN# 9780133203226- class set of 40; online)
Print and Digital Text- Variety of quality literature and informational text

Required Assessments District-wide standards-based assessments identified
ACCESS for ELL's

Board Approved April 14, 2014

Revised

* "L" refers to Wisconsin Department of Instruction's Language Proficiency Levels *

AASD Guiding Principles for Teaching and Learning for K-12 Students:
  ➢ *Every student has the right to learn.*
  ➢ *Instruction must be rigorous and relevant.*
  ➢ *Purposeful assessment drives instruction and affects learning.*
  ➢ *Learning is a collaborative responsibility.*
  ➢ *Students bring strengths and experiences to learning.*
  ➢ *Responsive environments engage learners.*

AASD English Language Learner Principles:
  ➢ *Language proficiency levels are as meaningful as grade levels.*
  ➢ *All four language domains (listening, speaking, reading, and writing) need to be overtly addressed.*
  ➢ *Culturally responsive practices lead to literacy development.*
  ➢ *All students bring linguistic, academic, and experiential knowledge to the classroom..*
  ➢ *Building background knowledge is foundational to good instruction.*

AASD Foundations for English Language Arts:
  ➢ *English Language Arts is an integrated discipline.*
  ➢ *English Language Arts instruction builds an understanding of the human experience.*
  ➢ *Literacy is an evolving concept, and becoming literate is a lifelong learning process.*
  ➢ *Critical thinking and problem solving, communication, collaboration, and creativity are aspects of effective English Language Arts instruction and attributes of AASD graduates.*
  ➢ *Literacy, language, and meaning are socially constructed and are enhanced by multiple perspectives.*

AASD English Language Arts Goals for K-12 Students:
   AASD students who are college and career ready in English Language Arts will…
  ➢ *Demonstrate independence.*
  ➢ *Build strong content knowledge.*
  ➢ *Respond to the varying demands of audience, task, purpose, and discipline.*
  ➢ *Comprehend as well as critique.*
  ➢ *Value evidence.*
  ➢ *Use technology and digital media strategically and capably.*
  ➢ *Come to understand other perspectives and cultures.*

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Reading: Literature/Informational Text	1. **Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.** (RL.9-10.1/RI.9-10.1)	**Performance will be satisfactory when the student:** a. analyzes the meaning of a text and supports with explicit ideas. (L: 3/4) b. applies strategies to a variety of types of text. (L: 3/4) c. analyzes the meaning of inferences and supports with explicit ideas. (L: 4)	• Reading notebook/response log • Graphic organizer *(I think, the text says, now what I do think)* • T-Chart – My Thinking/Evidence • Literature-circle discussions
	2. **Determine a theme or central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.** (RL.9-10.2)	**Performance will be satisfactory when the student:** a. objectively summarizes a text. (L: 3/4) b. determines and analyzes a theme or central idea of a text. (L: 3/4) c. analyzes the development of a theme or central idea over the course of a text, including its initial emergence and how details advance them to bring meaning to the reader. (L: 4)	• GIST (General Idea Surrounding Text)-notebook entry • Summary graphic organizer • Reading notebook • 5 W's graphic organizer • Literature-circle discussions
	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9-10.2)	d. objectively summarizes a text. (L: 3/4) e. identifies and explains a central idea over the course of a text. (L: 3/4) f. applies strategies to a variety of text types. (L: 3/4) g. analyzes a central idea and its development over the course of the text, including how it emerges and is shaped and refined by specific details. (L: 4)	• 5 W's graphic organizer • Literature circle discussions • Journal entries • GIST (General Idea Surrounding Text)-notebook entry • Summary paragraphs • Panel discussion

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Reading: Literature/Informational Text	3. **Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.** (RL.9-10.3) **Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.** (RI.9-10.3)	**Performance will be satisfactory when the student:** a. identifies complex characters. (L: 3/4) b. identifies and explains the motivations of complex characters. (L: 3/4) c. analyzes the motivations of complex characters. (L: 4) d. analyzes how characters further a theme. (L: 4) e. identifies and explains the order in which an author crafted a text; the effect of the order of events in a text; and how events are introduced and developed in a text. (L: 4) f. analyzes the order in which an author crafted a text; the effect of the order of events in a text; and how events are introduced and developed in a text. (L: 4)	• Plot diagram • Quick writes • Literature-circle discussions • Literature-circle discussion guides • Dialogue and written samples • Annotated reading
	4. **Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., in literature how the language evokes a sense of time and place; how it sets a formal or informal tone; in informational text, how the language of a court opinion differs from that of a newspaper).** (RL.9.4/RI.9.4)	**Performance will be satisfactory when the student:** a. determines the meaning of unfamiliar words and phrases based on how they are used in a text. (L: 3/4) b. identifies and explains figurative language with textual support. (L: 3/4) c. identifies and explains connotative and technical language with textual support. (L: 3/4) d. recognizes how word choice creates/enhances author's style. (L: 3/4) e. analyzes an author's use choice of words to create meaning and tone. (L: 4)	• Vocabulary graphic organizer • Vocabulary notebook • Group discussions • Vocabulary quiz • Conferences • Exit slip • Vocabulary poem- describe key words with other words or pictures

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Reading: Literature/Informational Text	**5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.** (RL.9-10.5) **Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).** (RI.9-10.5)	**Performance will be satisfactory when the student:** a. identifies and explains the form or structure of literature. (L: 3/4) b. supports analysis with textual evidence. (L: 3/4) c. analyzes the form or structure of literature. (L: 4) d. understands a text to determine ideas and claims presented by the author. (L: 3/4) e. recognizes text structure (e.g. - cause/effect, compare/contrast, sequence, chronological, etc.). (L: 3/4) f. analyzes a text to determine ideas and claims presented by the author. (L: 4)	• Text annotations • Graphic organizers/worksheet • Reading conferences • Reading journal • Dialectical journal-teacher/student dialogue
	6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (RL.9-10.6) **Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.** (RI.9-10.6)	**Performance will be satisfactory when the student:** a. recognizes world literature is influenced by the culture it was written in, for, and about. (L: 3/4) b. understands differences in points of view from a variety of world literature. (L: 3/4) c. analyzes a specific point of view. (L: 4) d. determines an author's point of view. (L: 4) e. recognizes different rhetorical devices in text. (L: 4) f. analyzes how an author uses rhetoric to further a purpose. (L: 4)	• GIST (General Idea Surrounding Text)-notebook entry • Quick writes • Summary paragraph • Reading-response logs • Create stories from different points of view • Group discussions • Panel discussions

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Reading: Literature/Informational Text	**7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus.).* (RL.9-10.7)**	**Performance will be satisfactory when the student:** a. identifies and explains the extent to which an artistic medium emphasizes details. (L: 3/4) b. supports thinking with examples from text. (L: 3/4) c. analyzes the extent to which an artistic medium emphasizes details. (L: 4)	• Venn Diagram • Viewing-response logs • Group discussions • Compare/contrast writing • Essay - written analysis
	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. (RI.9-10.7)	d. identifies a subject within a particular medium. (L: 3/4) e. determines which details are emphasized in each account. (L: 3/4)	
	(Not applicable to literature) **8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.** (RI.9-10.8)	**Performance will be satisfactory when the student:** a. traces an argument and claims in text using specific details. (L: 3/4) b. assesses whether reasoning is sound. (L: 3/4) c. assesses whether evidence is relevant and valid. (L: 3/4) d. recognizes false statements within an argument to claim. (L: 3/4) e. evaluates an argument and claims. (L: 4)	• Text annotations • Outlines • Note taking

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Reading: Literature/Informational Text	9. **Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).** (RL.9-10.9) **Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.** (RI.9-10.9)	**Performance will be satisfactory when the student:** a. identifies literary importance and/or significance of literary/historical text. (L: 3/4) b. consults sources (e.g. literary criticism, primary sources) for further understanding of literary/historical text. (L: 3/4) c. evaluates the author's purpose in drawing upon and transforming source material to craft the literary/historical text. (L: 4) d. summarizes the literary/historical text. (L: 3/4) e. compares/contrasts the authors' multiple perspectives. (L: 3/4) f . interprets the theme and key concepts to construct appreciation of the author's craft. (L: 4)	• Reading journal • Group discussion • Annotated notes • Literature circles • Literature-circle logs • Graphic organizer
	10. **By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed.** (RL.9-10.10) **By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed.** (RI.9-10.10)	**Performance will be satisfactory when the student:** a. makes meaning from appropriately complex stories, dramas, poems, and informational text. (L: 3/4) b. engages with appropriately complex texts. (L: 3/4) c. self-selects texts that are interesting, motivating, and age-level appropriate. (L: 3/4)	• Literature circles • Reading logs • Book reviews • Book presentations • Running records • Benchmarks • Reading conferences • Multi-media presentations

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Writing	**11. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** (W.9-10.1)	**Performance will be satisfactory when the student:** a. identifies qualities of arguments. (L: 3/4) b. selects evidence that is accurate and credible to support their claim. (L: 3/4) c. writes an argument to support a claim. (L: 3/4) d. uses logical reasoning and relevant evidence (credible sources) to support claim. (L: 3/4) e. uses words, phrases, and clauses to clarify relationships and create cohesion. (L: 3/4) f. writes with a formal style. (L: 3/4) g. writes with a predictable structure (introduction with statement of claim, clearly organized evidence, and conclusion text supports argument. (L: 3/4)	• Argumentative paragraph • Document-based essay or speech • Graphic organizer/outline • Rubric • Writer's notebook • Dialectical journal

Essential Learning Objectives	Performance Indicators	Classroom Assessments
Writing	**Performance will be satisfactory when the student:**	
12. Writes informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W.9-10.2)	a. introduces a topic; organizes ideas, concepts, and information to make important connections and distinctions. (L: 3/4) b. includes formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (L: 3/4) c. develops the topic with well-chosen, relevant, and sufficient facts, concrete details, and quotations. (L: 3/4) d. uses appropriate and varied transitions to link the major sections of the text and create cohesion. (L: 3/4) e. uses precise language and domain-specific vocabulary to manage the complexity of the topic. (L: 3/4) f. establishes and maintains an academic style and objective tone. (L: 3/4) g. provides an appropriate concluding statement or section. (L: 4) h. develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (L: 4) i. uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (L: 4) j. establishes and maintains an academic style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (L: 4) k. provides an appropriate concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic. (L: 4)	• Public-service brochure • Public-service commercial • Rubric • Writing samples • Graphic organizer • Annotated bibliography

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Writing	**13. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.** (W.9-10.3)	**Performance will be satisfactory when the student:** a. writes a real or imagine narrative that engages and orients the reader by setting out the problem, situation or observation, establishing a consistent point of view, and introducing a narrator and/or characters to create a smooth progression of experiences or events. (L: 3/4) b. uses narrative techniques such as dialogue and single plot line to develop experiences, events, and/or characters. (L: 3/4) c. uses a variety of transitions to sequence events so that they build on one another to create a distinguishable plot. (L: 3/4) d. uses precise words and phrases, and telling details to convey a picture of the experiences, settings, events, and/or characters. (L: 3/4) e. provides an appropriate conclusion. (L: 3/4) f. uses narrative techniques such as dialogue, reflection, and a single plot line to develop experiences, evens, and/or characters. (L: 4) g. uses precise words, phrases, telling details, and sensory language to convey a picture of the experiences, settings, events, and/or characters. (L: 4) h. provides an appropriate conclusion that follows from and what is experienced, observed, or resolved over the course of the narrative. (L: 4)	• Quick writes • Graphic organizers • Writer's notebook • Personal Narratives • Imagined Narrative (Greek myth, creative stories) • Rubric • Checklist • Constructed outline

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Writing	**14. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in ELOs 11-13 above.)** (W.9-10.4)	**Performance will be satisfactory when the student:** a. identifies audience, purpose, and task (expectations) demonstrates techniques for organizing writing. (L: 3/4) b. uses style appropriate to purpose and task (audience opinion, informative, explanatory, and narrative). (L: 3/4) c. designs consistent, appropriate style for writing. (L: 3/4)	• Writing continuum • Writing samples • Rubric • Checklist • Daily writing journal
	15. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W.9-10.5)	**Performance will be satisfactory when the student:** a. uses planning, revision, editing, rewriting, or a new approach to strengthen writing. (L: 3/4) b. explains techniques used to make writing appropriate for purpose and audience. (L: 4)	• Self-edit checklist • Grade sheet • Teacher conference • Peer conference
	16. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (W.9-10.6)	**Performance will be satisfactory when the student:** a. uses technology (including internet) to produce, publish, and update individual or shared writing. (L: 3/4) b. uses technology to link to and display information. (L: 3/4) c. uses technology to interact and collaborate with others. (L: 3/4)	• Works-cited page • Published writing • Google Docs • PowerPoint presentation • Photo story • Prezi • Edmodo • Videotaped speech or presentation

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Writing	**17. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.** (W.9-10.7)	**Performance will be satisfactory when the student:** a. develops a single research question. (L: 3/4) b. uses research to answer a self-generated question or solve a problem. (L: 3/4) c. narrows or broadens research when appropriate. (L: 3/4) d. uses multiple sources for research. (L: 3/4) e. demonstrates understanding of the subject through research. (L: 3/4) f. synthesizes multiple sources. (L: 4)	• Graphic organizer • Checklist • Conferences • Works cited page • Writer's notebook • Published writing • Document-based research paper • Annotated notes
	18. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9-10.8)	**Performance will be satisfactory when the student:** a. gathers relevant information from multiple print and digital sources. (L: 3/4) b. assesses the usefulness of each source in answering the research question. (L: 3/4) c. avoids plagiarism. (L: 3/4) d. follows a standard format for citation. (L: 3/4)	• Graphic organizer • Checklist • Conferences • Works cited page • Writer's notebook • Published writing • Annotated notes

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Writing	**19. Draw evidence from literary or informational texts to support analysis, reflection, and research.** (W.9-10.9)	**Performance will be satisfactory when the student:** a. critically reads literary or informational texts. (L: 3/4) b. identifies argument/claim/message in text. (L: 3/4) c. assesses whether reasoning is valid and the evidence is relevant. (L: 3/4) d. identifies false statements and fallacious reasoning. (L: 3/4) e. cites evidence from literary/informational text to strengthen their research. (L: 3/4) f. analyzes credibility of source: author, timeliness, publisher, purpose, etc. (L: 4)	• Venn diagram • Graphic organizers – identify/analyze/summarize • Writer's notebook • Writing samples • Conferences
	20. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (W.9-10.10)	**Performance will be satisfactory when the student:** a. completes various pieces of writing over extended and shorter time frames. (L: 3/4) b. organizes clear and coherent pieces of writing for a variety of reasons and in a variety of settings. (L: 3/4) c. understands that writing pieces are organized and developed based on task, audience, and purpose. (L: 3/4)	• Writing continuum • Writing samples • Rubric • Writer's notebook • On-demand writing • Published writing

Essential Learning Objectives	Performance Indicators	Classroom Assessments
Speaking and Listening **21. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, *formal panel discussion,* and teacher led) with diverse partners on grade 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.** (SL.9-10.1) *Italics indicate AASD addition.*	**Performance will be satisfactory when the student:** a. comes to discussions prepared, having read and researched material under study. (L: 3/4) b. draws explicitly from that preparation by referring to evidence from other texts and research on the topic to stimulate thoughtful, well-reasoned exchange of ideas. (L: 3/4) c. works with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (L: 3/4) d. propels conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas. (L: 3/4) e. responds thoughtfully to diverse perspectives, summarizes points of agreement and disagreement. (L: 3/4) f. recognizes effective nonverbal interaction and communication (e.g. awareness of audience, body language, eye contact, facial expression). (L: 3/4) g. ,when warranted, qualifies or justifies their own views and understanding and makes new connections in light of the evidence and reasoning presented. (L: 4) h. participates in a formal panel discussion. (L: 4) i. actively incorporates others into the discussion j. clarifies, verifies, challenges ideas, and conclusions. (L: 4)	• Small group discussions • Group discussion guides • Reflections • Rubric • Literature circles • Debate

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Speaking and Listening	**22. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.** (SL.9-10.2)	**Performance will be satisfactory when the student:** a. integrates multiple sources of information from a variety of media or formats. (L: 3/4) b. evaluates credibility of sources from a variety of media or formats. (L: 3/4) c. evaluates accuracy of sources from a variety of media or formats. (L: 4)	• Reflections • Group discussions • Multi-media presentations
	23. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (SL.9-10.3)	**Performance will be satisfactory when the student:** a. notices and records speaker's point of view, reasoning. (L: 3/4) b. presents findings based on evidence. (L: 3/4) c. identifies exaggerated or distorted evidence. (L: 3/4) d. explains how a speaker uses rhetoric. (L: 4)	• Exit slip • Reader/writer response notebook • Literature circles • Panel discussion
	24. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (SL.9-10.4)	**Performance will be satisfactory when the student:** a. orally presents information, findings, and supporting evidence. (L: 3/4) b. orally presents information clearly, concisely, and logically. (L: 3/4) c. orally presents information using a clear line of reasoning. (L: 3/4) d. uses organization, development, substance, and style appropriate to task, audience, and purpose. (L: 3/4)	• Speaking- presentation rubric • Presentation-graphic organizer • Individual/group presentations

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Speaking & Listening	**25. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.** (SL.9-10.5)	**Performance will be satisfactory when the student:** a. uses multimedia components and visual displays to clarify information. (L: 3/4) b. uses multimedia components and visual displays to strengthen claims by using evidence. (L: 3/4) c. uses media ethically. (L: 3/4) d. uses multimedia components and visual displays to strengthen claims by adding interest. (L: 4)	• Rubric • Checklist • Individual / group presentation • Photo explanation
	26. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (SL.9-10.6)	**Performance will be satisfactory when the student:** a. adapts his/her speech appropriately to task and situation. (L: 3/4) b. demonstrates command of formal English when appropriate to task and situation. (L: 3/4) c. demonstrates command of noun phrases, verb phrases, and dependent clauses. (L: 4)	• Checklist • Speaking presentation rubric • Literature circles • Panel discussion • Dramatic reading

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Language	**27. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** (L.9-10.1)	**Performance will be satisfactory when the student:** a. demonstrates command of independent clauses and prepositional phrases. (L: 3/4) b. applies correct grammar and usage (including awareness of commonly misused words). (L: 3/4) c. demonstrates command of noun phrases, verb phrases, and dependent clauses. (L: 4)	• Writing samples • Checklist • Quizzes • Conference-peer or teacher • Peer discussion
	28. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.9-10.2)	**Performance will be satisfactory when the student:** a. understands that effectiveness of message is enhanced through appropriate usage and grammar. (L: 3/4) b. applies conventions of standard English including capitalization, punctuations, and spelling. (L: 3/4) c. uses semicolons to link related independent clauses. (L: 3/4) d. introduces lists or quotations with a colon. (L: 4)	• Writing samples • Checklist • Quizzes • Dictations • Assess through daily writing practice
	29. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (L.9-10.3)	**Performance will be satisfactory when the student:** a. recognizes that different style guidelines exist (such as MLA) and conforms to various style guidelines when writing and editing. (L: 3/4) b. applies knowledge of language to understand how it functions in different contexts. (L: 4)	• Writing revisions • Checklist • Writing conferences • Dictations • Assess through daily writing practice • Vocabulary journals

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Language	**30. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies**. (L.9-10.4)	**Performance will be satisfactory when the student:** a. uses context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrases. (L: 3/4) b. identifies patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). (L: 3/4) c. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech. (L: 3/4) d. verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L: 3/4) e. correctly uses patterns of word changes that indicate different meanings or parts of speech. (L: 4)	• Vocabulary journal • Quizzes • Sentence writing • Conferences • Posters • Reciprocal peer teaching • Vocabulary Graphic Organizer

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Language	**31. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** (L.9-10.5)	**Performance will be satisfactory when the student:** a. identifies and explains figures of speech. (L: 3/4) b. understands and explains nuances in the meaning of words with similar denotations. (L: 3/4) c. interprets figures of speech (e.g., euphemism, oxymoron) in context and explains their role in the text. (L: 3/4) d. analyzes nuances in the meaning of words with similar denotations. (L:4)	• Quizzes • Writing samples • Sentence writing • Annotated notes • Daily idiom log
	32. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.9-10.6)	**Performance will be satisfactory when the student:** a. acquires and accurately uses grade-appropriate words and phrases. (L: 3/4) b. understands that the extensive vocabulary needed for success in and beyond school is built through reading and study. (L: 3/4) c. identifies and investigates vocabulary. (L: 4)	• Vocabulary journal • Quizzes • Sentence writing/paragraph writing • Conferences-teacher and student • Graphic organizers • Writing samples • Cloze activity