

**ELA**  
**HS Essential Standards**

Rev. 4/28/23

**Essential Standards: What we expect students to learn...**

Grades:	9-12	Subject:	ELA	Semester:	First	Team Members:	Chris Long Meredith McCullough	Ginny Nielsen Brandi Flugel	Shyla Titus
Standard Description	Assignment	Example Rigor	Prerequisite Skills	Common Assessment	When Taught?	Extension Standards			
<b>What is the essential standard to be learned? Describe in student-friendly vocabulary.</b>		<b>What does proficient student work look like? Provide an example and/or description.</b>	<b>What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?</b>	<b>What assessment(s) will be used to measure student mastery?</b>	<b>When will this standard be taught?</b>	<b>What will we do when students have learned the essential standard(s)?</b>			
RL.1 and RI.1 Cite strong and thorough textual evidence to support what the text actually says as well as the inferences drawn from the text.			-Know what textual evidence is -Know how to paraphrase and use direct quotations. -Know how to weave evidence into their writing: introduce, cite, explain. -Know what inference is.		2nd Quarter				
(11 & 12) RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or									

<p>language that is particularly fresh, engaging or beautiful. (Include Shakespeare as well as other authors.)</p> <p>(9 &amp; 10) RL.5</p> <p>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.</p>						
<p>(11 &amp; 12) W.1</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p>						
<p>(9 &amp; 10) W.2</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective</p>	<p>9 - Interview Narrative 10 - Informational Essay 11 - Definition Essay 12 - Literary Analysis</p>		<p>Basic understanding of: - What a thesis is and does - Paragraph organization and composition</p>	<p>9 - Informational/Explanatory Rubric 10 - Informational/Explanatory Rubric 11 - Informational/Explanatory Rubric</p>	<p>1st or 2nd Quarter</p>	

<p>selection, organization, and analysis of content.</p>				<p>12 - Argumentative Rubric</p>		
<p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>9 - Parallelism 10 - Colon 11 - Dangling and Misplaced Modifiers 12 - Commas</p>		<p>Basic understanding of: 9 - Parts of speech -What a gerund is 10 - 11 - What a modifier is. What a subject is. 12 - -Sentence fragments -Run-on sentences -Standard rules for commas</p>		<p>1st or 2nd Quarter</p>	
<p>SL.4 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.</p>					<p>1st or 2nd Quarter</p>	