

**ELL Beginning and ELL Basic
Grades 9-12
(#1790, #1800, #1810)**

Description ELL Beginning and ELL Basic will develop foundational skills in English reading, writing, speaking and listening, and language. ELL students will develop and enhance English language skills based on the 9th grade Common Core Essential Elements of English Language Arts.

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	<p>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)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. identifies and quotes evidence from a text. (L: 1/ 2) b. determines which citations demonstrate what the text says explicitly. (L: 2) 	<ul style="list-style-type: none"> • Reading notebook • T-Chart – My Thinking/Evidence • Literature-circle discussions • Guided annotation
	<p>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)</p> <p>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)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. distinguishes between the central idea and details in a text. (L: 1/2) b. determines the central idea of the text and select details that relate to it; recounts the text. (L: 2) c. retells details from the text. (L: 1/2) d. determines the central idea of the text and selects details that support it. (L: 2) 	<ul style="list-style-type: none"> • GIST (General Idea Surrounding Text)-notebook entry • Summary-graphic organizer • Reading notebook • Group discussion • Cloze paragraphs

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Reading: Literature/Informational Text	<p>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)</p> <p>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)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. identifies words that describe characters. (L: 1/2) b. identifies the things characters do when they interact. (L: 2) c. recognizes how ideas or events in a text are related. (L: 1/2) d. determines connections drawn between ideas or events in informational text. (L: 2) 	<ul style="list-style-type: none"> • Role play • Venn diagram • Plot diagram • Literature-circle discussions • Guided-response journals
	<p>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.9-10.4/RI.9-10.4)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. determine the meaning of words and phrases used in a text. (L: 1/2) b. determines the meaning of words and phrases as they are used in a text, including common figures of speech. (L: 2) c. determines meanings of words and phrases in informational text. (L: 1/2) d. determines meanings of words and phrases in informational text including figurative language. (L: 2) 	<ul style="list-style-type: none"> • Personal Dictionary • Vocabulary Graphic Organizer • Picture Dictionary • Word posters • Quizzes • Exit slip • Dictation

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Reading: Literature/Informational Text	<p>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)</p> <p>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)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. identifies beginning, middle, and end of a text with a clear sequence. (L: 1/2) b. determines the sequence of four or more events in a story or drama. (L: 2) c. identifies one detail from a text. (L: 1/2) d. determines which sentences in a text support the claims of the author. (L: 2) 	<ul style="list-style-type: none"> • Sequential Graphic Organizer • Literature Circle Discussion • Retelling of story events
	<p>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)</p> <p>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)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. identifies the experiences of a character in a story or drama from outside the U.S. (L: 1/2) b. connects the experiences of characters in a story or drama from outside the U.S. with personal experience. (L: 2) c. determines an author’s purpose or point of view. (L: 1/2) d. determines an author’s purpose and point of view and identifies an opposing point of view by reviewing evidence. (L: 2) 	<ul style="list-style-type: none"> • Picture – draw comparison • Picture description • Dramatic reading • Personal timeline

Reading: Literature/Informational Text	Essential Learning Objectives	Performance Indicators	Classroom Assessments
	<p>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 <i>Landscape with the Fall of Icarus</i>.) (RL.9-10.7)</p> <p>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)</p>	<p>Performance will be satisfactory when the student:</p> <p>a. matches poetry with illustrations that represent them. (L: 1/2)</p> <p>b. compares the representation of a subject or topic in two different artistic mediums (e.g., poetry, book, movie and illustration). (L: 2)</p> <p>c. identifies that two sources refer to the same individual. (L: 1/2)</p> <p>d. compares a selection of informational text about a person with another medium. (L: 2)</p>	<ul style="list-style-type: none"> • Venn Diagram • Guided response journal • Emotion/feeling guide
<p>(Not applicable to literature)</p> <p>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)</p>	<p>Performance will be satisfactory when the student:</p> <p>a. delineates statements that support an argument. (L: 1/2)</p> <p>b. uses evidence and statements to support an argument. (L: 2)</p>		

Reading: Literature/Informational Text	Essential Learning Objectives	Performance Indicators	Classroom Assessments
	<p>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)</p> <p>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)</p>	<p>Performance will be satisfactory when the student:</p> <p>a. identifies parts of two texts that are similar. (L: 1/2)</p> <p>b. identifies when an author references one text to another text. (L: 2)</p> <p>c. recognizes a historical fact. (L: 1/2)</p> <p>d. makes connections between U.S. documents of historical and literary significance based on related themes and concepts. (L: 2)</p>	<ul style="list-style-type: none"> • T-chart • Venn diagram • Guided-annotated notes
<p>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)</p> <p>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)</p>	<p>Performance will be satisfactory when the student:</p> <p>(See Performance Indicators listed above.)</p>		

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Writing	<p>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)</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> a. (with teacher support and guidance) writes an argument to support claims with one clear reason and a piece of evidence. (L: 1/2) b. writes about a personal opinion and give more than one reason supporting and rejecting the claim. (L: 2) c. uses words and phrases to link opinion to a reason. (L: 1/2) d. uses words and phrases to clarify relationships among opinion and reason. (L: 2) e. (with guidance and support) creates a paragraph by introducing the main idea, uses supporting details for argument, and sustains academic structure. (L: 1/2) f. introduces the text with a topic sentence, states their opinion, uses supporting details, and sustains organization and academic structure. (L: 2) g. (with support) provides a final statement related to opinion. (L: 1/2) h. formulates a concluding statement to support an opinion. (L: 2) 	<ul style="list-style-type: none"> • Rubric • Sentence writing • Paragraph writing • Argumentative Paragraph • Graphic organizer

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Writing	<p>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)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. writes to convey ideas and information using clear organization as well as graphics and multimedia. (L: 1/2) b. (with guidance) uses transitions to clarify relationships between ideas. (L: 1/2) c. uses words and phrases to clarify relationships among reasons. (L: 2) d. (with guidance and support) uses domain-specific vocabulary when writing about a topic. (L: 1-2) e. uses domain-specific vocabulary when writing about a topic. Ex. When writing about the river, use words like <i>current</i> and <i>habitat</i> appropriately with word prediction software with an incorporated topic dictionary. (L: 2) f. (with guidance) uses academic style to write a paragraph. (L: 1/2) g. writes a text that follows academic style. (L: 2) h. (with support) writes a concluding statement for a paragraph. (L: 2) i. formulates a concluding statement to support information in a paragraph. (L: 2) 	<ul style="list-style-type: none"> • Storyboard • Rubric • Brochure • Commercial • Graphic organizer • Extended daily writing (using pictures/photos)

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Writing	<p>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)</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> a. introduces an experience or situation and include at least one character or event. (L: 1/2) b. introduces an experience or situation, at least one character, and describe multiple events in sequence. (L: 2) c. (with guidance) links ideas to topic using transition words to convey sequence of time events. (L: 1/2) d. selects appropriate transition words to link ideas in a logical sequence of time order events. (L: 2) e. uses descriptive words to add details to actions and time events. (L: 1/2) f. uses relevant descriptive details to convey experiences and events. (L: 2) g. (with guidance) provides a conclusion that follows an experience or event. (L: 1/2) h. provides a conclusion that brings closure to an experience or event. (L: 2) 	<ul style="list-style-type: none"> • Personal timeline • Rubric • Writer’s notebook • Small-moment stories • Quick writes • Photo story • Graphic organizer • Daily news

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Writing	<p>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)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. (with guidance and support) produces writing that is appropriate to the task, purpose, or audience. (L: 1/2) b. produces writing that is appropriate to a particular task, purpose, or audience. (L: 2) 	<ul style="list-style-type: none"> • Rubric • Writing continuum • Sentence Writing • Daily Writing journal • Write an email • Make a schedule
	<p>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)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. (with guidance and support from adults and peers) develops writing by planning and revising own writing by adding more information. (L: 1/2) b. develops writing by planning and revising own writing by adding more information. (L: 2) 	<ul style="list-style-type: none"> • Rubric • Use writing process • Self-edit checklist • Peer editing • Peer revising • Published writing
	<p>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)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. (with guidance and support) uses technology, including the internet, to produce publish, and update shared writing products. (L: 1/2) b. uses technology, including the Internet, to produce, publish, and update individual or shared writing products. (L: 2) 	<ul style="list-style-type: none"> • Google Docs • Record daily activities on a blog • Use technology to write • Typing practice • Works-cited page • Published writing

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Writing	<p>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)</p>	<p>Performance will be satisfactory when the student:</p> <p>a. (with guidance and support) answers questions based on a text or other sources of information. (L: 1/2)</p> <p>b. conducts short research projects to answer questions using one or more sources of information. (L: 2)</p>	<ul style="list-style-type: none"> • Rubric • Graphic organizer • Checklist • Works-cited page • Completed research project (newsletter, brochure, blog) • Conferences • Guided-annotated notes
	<p>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)</p>	<p>Performance will be satisfactory when the student:</p> <p>a. (with guidance and support) selects information from multiple sources and use the information to write answers to research questions. (L: 1/2)</p> <p>b. selects information from multiple sources and use the information to write answers to research questions. (L: 2)</p>	<ul style="list-style-type: none"> • Rubric • Graphic organizer • Checklist • Works-cited page • Completed research project (newsletter, brochure, blog) • Conferences • Guided annotated notes • Multimedia sourcing

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Writing	<p>19. Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.9-10.9)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. (with guidance and support) identifies when an author references one text to another text. (L: 1/2) b. identifies when an author references one text to another text. (L: 2) c. (with guidance and support) delineates statements that support an argument. (L: 1/2) d. delineates statements that support an argument. (L: 2) 	<ul style="list-style-type: none"> • Writers notebook • Graphic organizers • Quick write • Writing continuum
	<p>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)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. (with guidance and support) writes routinely over time for a variety of tasks, purposes, and audiences. (L: 1/2) b. writes routinely over time for a range of tasks, purposes, and audiences. (L: 2) 	<ul style="list-style-type: none"> • Daily-writing Journal • Quick writes • On-demand writing • Homework completion

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Speaking and Listening	<p>21. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, 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)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. prepares for discussions by collecting information on the topic with a group. (L: 1/2) b. works with peers to set rules for discussions. (L: 1/2) c. asks or answers questions during a discussion. (L: 1/2) d. indicates agreement or disagreement with others during discussions. (L: 1/2) e. clarifies own views during discussions. (L: 2) 	<ul style="list-style-type: none"> • Discussion rubric • Small-group discussions • Group-discussion guides/reflections • Note taking

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Speaking and Listening	<p>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)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. identifies information presented in diverse media or formats. (L: 1/2) b. evaluates the credibility of information presented in diverse media or formats. (L: 2) 	<ul style="list-style-type: none"> • Online-scavenger hunt • Book-led scavenger hunt • Works cited
	<p>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)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. identifies whether claims made by a speaker regarding a known topic are fact or opinion. (L: 1/2) b. determines whether a claim made by a speaker is credible (e.g., fact or opinion; supported or unsupported). (L: 2) 	<ul style="list-style-type: none"> • T-chart • Graphic Organizer • Dictation
	<p>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)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. presents information. (L: 1/2) b. presents information logically with an organization that is appropriate to the purpose, audience, and task. (L: 2) 	<ul style="list-style-type: none"> • Speaking- presentation rubric • Individual/group presentation • Group presentation

	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. selects an image or other digital media to add to a presentation. (L: 1/2) b. uses digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding. (L: 2)	<ul style="list-style-type: none"> • Rubric • Checklist • Create audio recording, drawings, or photographs to display main points
	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. communicates in a variety of contexts and tasks using complete sentences when asked. (L: 1/2) b. adapts communication to a variety of contexts and tasks using complete sentences when indicated or appropriate. (L: 2)	<ul style="list-style-type: none"> • Rubric • Checklist • Student led dictation • Reciprocal dialogue

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Language	<p>27. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.9-10.1)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. applies conventional grammar and usage in writing and speaking to convey a message that is easily understood by the intended audience. (L: 1/2) b. varies sentence structure by choosing among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (L: 2) c. uses complete sentences to convey information in spoken and written English. (L: 1/2) d. uses a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information. (L: 2) 	<ul style="list-style-type: none"> • Grammar Notebook • Graphic Organizers • Rubric • Cloze activity
	<p>28. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.9-10.2)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. uses correct punctuation when writing. (L: 1/2) b. (with guidance and support) spells familiar single-syllable words correctly. (L: 1/2) c. spells most single-syllable words correctly and apply knowledge of word chunks in spelling longer words. (L: 1/2) 	<ul style="list-style-type: none"> • Daily-writing journal • Cloze activities • Writing samples • On-demand writing • Quizzes
	<p>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)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. (with guidance and support) writes and add more to clarify intended message. (L: 1/2) b. writes and revises work so that it communicates clearly to the intended audience. (L: 2) 	<ul style="list-style-type: none"> • Conferences (teacher/student) • Revised writing • Checklist

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Language	<p>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)</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> a. determines meaning of a word or phrase from context in a sentence. (L: 1/2) b. identifies and correctly uses singular and plural patterns of concrete nouns. (L: 1/2) c. identifies and correctly uses common suffixes on root words. (L: 2) d. (with guidance and support) consults reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. (L: 1/2) e. consults reference materials (dictionaries, thesauri, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. (L: 2) 	<ul style="list-style-type: none"> • Guided annotated notes • Personal Dictionary • Vocabulary organizer • Sentence writing • Cloze activity • Dictation

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Language	<p>31. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.9-10.5)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. recognizes when a multiple meaning word is used two ways. (L: 1/2) b. understands figures of speech and determines which meaning applies within context where a word has two common meanings.(L: 2) 	<ul style="list-style-type: none"> • Homophone dictionary • Writing samples • Picture comparison
	<p>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)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. acquires and uses general academic and domain-specific words and phrases. (L: 1/2) b. acquires and uses general academic and domain-specific words and phrases common to the student's experience. (L: 2) 	<ul style="list-style-type: none"> • Personal Dictionary • Quizzes • Sentence writing • Graphic organizers • Conferences