

ELA Instructional Expectations

Daily	Per Unit	Per Course
<ul style="list-style-type: none"> • Aims that require students to ponder author's purpose and craft. • Motivation to engage students and open lesson. • Essential questions that drive discussion about how and why authors use literary devices. • Opportunities to write and read short but rigorous products and texts, respectively. • Engage with at least one Regents question (CCLS only for grades 9 & 10; both Regents for grade 11 and all repeater Regents-prep courses). • Several checks for understanding. • Use of visual aids to represent abstract ideas and concepts in literature. • Exit slips that assess student understanding at the end of a lesson. <p><i>o Different access points</i></p>	<ul style="list-style-type: none"> • A big idea (theme) with high-level essential questions and enduring understandings. • A substantive writing assignment that is aligned to the CCLS. • Ongoing Regents-based tasks (CCLS Regents for grades 9 and 10; both Regents for grade 11 and any repeater course). • Exposure to multiple genres, including non-fiction articles, short stories, novel excerpts, and reviews. • Multiple opportunities to reflect upon the ways in which authors use literary devices to convey messages about myriad topics. • Opportunities to use the writing process to produce original works. • Evaluate and understand grammar usage in a text. • Learn and authentically use tier 2/academic vocabulary. • Performance Task • Integration of the arts, specifically art that reflects themes and ideas found in the literature of said unit. 	<ul style="list-style-type: none"> • Extended research project that requires a written report and an oral presentation. • Guidelines for class discussion. • Opportunity to discuss how the different units within the course connect and build upon each other.