

Common Core Standards Curriculum Map - NPHS Grade 10  
**Reading and Responding to Literature**  
**QUARTER 1**

**Unit 1: Analysis of Literary Texts (20 days)**

<i>Common Core Standards and Content to Be Learned</i>	<i>Essential Questions</i>	<i>Prior Learning, Current Learning and Future Learning</i>	<i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i>
<p><b>Focus Standards</b>            RL.9-10.1            RL.9-10.2            RL.9-10.9            W.9-10.3            W.9-10.9            W.9-10.10            L.9-10.1(a,b)            L.9-10.2 (a,b,c)            SL.9-10.3</p> <p><b>Reinforcing Standards</b>            RI.9-10.6            W.9-10.1 (a,b,c,d,e)            L.9-10.4 (a,b,c,d)            SL.9-10.2</p> <p><b>Standards that Recur</b>            RL.9-10.4            W.9-10.4            W.9-10.5            W.9-10.6            L.9-10.3 (a)            SL.9-10.5</p>	<p><i>How does the author develop the theme over the course of the text?</i></p> <p><i>How do the characters develop over the course of the text?</i></p> <p><i>How can you present real and imagined experiences or events in detail by using narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines?</i></p> <p><i>How can you use evidence from a text to support analysis, reflection, and research on a given topic?</i></p> <p><i>How can a writer demonstrate command</i></p>	<p><b>Prior Learning:</b></p> <p>Understanding of theme, characters, setting and plot in literary texts</p> <p><b>Current Learning:</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences</p> <p>Develop theme, characters, setting and plot in own writing</p> <p><b>Future Learning:</b></p> <p>Analysis of ambiguous areas of the text and analyzing multiple themes in the text</p> <p>Develop use of details and structure of writing</p>	<p><b>Instructional Activities</b></p> <p>Close Reading Strategies (annotating, context clues, finding main idea of passages)            Word Walls            Content Literacy Strategies            Mini Lessons            Pre-Writing Activities            Modeling</p> <p><b>Formative Assessments</b></p> <p>Think-Pair-Share            Text Dependent Questions            Metacognition            Quizzes            Discussions            Socratic Seminar            Self Assessments            Journals            Writer’s Notebook            Peer Assessments            Peer Revision</p>

<p><b>Content to be learned:</b></p> <ul style="list-style-type: none"> <li>● Close reading strategies</li> <li>● Theme</li> <li>● Characterization</li> <li>● Demonstrating command of parallel structure, clauses, phrases, semicolon, colon</li> <li>● Using evidence to support analysis, reflection, and research</li> </ul>	<p><i>of the conventions of standard English ?</i></p>		<p>Exit Slips Presentations Stations Informal Writing</p> <p><b><u>Summative Assessments</u></b></p> <p>State Testing Benchmarks Chapter Tests Common Task Exams Formal Papers Presentations</p>
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Suggested Resources:

- “The Gift of the Magi” by O’Henry and “The Bean Eaters” (Poverty)
- “The Gift of the Magi” & *A Raisin in the Sun* (Sacrifice)
- “Girl” by Jamaica Kincaid & “Story of an Hour” by Kate Chopin (The Oppression of Women in a Patriarchal Society)
- *Romeo and Juliet* and *West Side Story* (Ill-fated Love)
- *Oedipus* to Will Smith’s “You saw my Blinker” (Road Rage)
- *To Kill a Mockingbird* and *The Lone Ranger and Tonto Fistfight in Heaven* by Sherman Alexie (Racial Prejudice)
- *Fahrenheit 451* and *1984* (Anti-establishments, censorship)
- “Barefoot Children in the Rain” by Jimmy Buffet and *The Adventures of Huckleberry Finn* by Mark Twain
- “Us and Them” by Pink Floyd & *The House on Mango Street* by Sandra Cisneros (Cultural Norms)
- *The Joy Luck Club* by Amy Tan (comparison of short stories within novel) (Generational and cultural clashes)

Common Core Standards Curriculum Map  
**Reading and Responding to Informational Text**  
**QUARTER 1**

**Unit 2: Analysis of Informational Texts - (20 days)**

<p style="text-align: center;"><b>Common Core Standards and Content to Be Learned</b></p>	<p style="text-align: center;"><b>Essential Questions</b></p>	<p style="text-align: center;"><b>Prior Learning, Current Learning and Future Learning</b></p>	<p style="text-align: center;"><b>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</b></p>
<p><b>Focus Standards:</b>            RI.9-10.1            RI.9-10.2            RI.9-10.7            W.9-10.1 (a,b,c,d,e)            W.9-10.2 (a,b,c,d,e,f)            SL.9-10.4            SL.9-10.2            SL.9-10.1            L.9-10.3 (a)            L.9.10.4 (a,b,c,d)</p> <p><b>Standards that Reinforce:</b>            RI.9-10.8            W.9-10.9 (a,b)</p> <p><b>Standards that Recur:</b>            RI.9-10.4            RI.9-10.5            RI.9-10.6            W.9-10.4            W.9-10.5            W.9-10.10            L.9-10.1 (a,b)            L.9-10.2 (a,b,c)            SL.9-10.3</p> <p><b>Content Topics:</b></p>	<p><i>What is the author’s central idea and how is it developed over the course of the text? (must cite evidence to support this)</i></p> <p><i>How is the same subject presented in different mediums?</i></p> <p><i>How can you write arguments to support claims using valid reasoning and relevant and sufficient evidence?</i></p> <p><i>How can you develop a informative/explanatory text to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content?</i></p>	<p><b>Prior Learning:</b>             Understanding of an author’s central idea</p> <p><b>Current Learning:</b>             Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences             Purposeful use of language</p> <p><b>Future Learning:</b>             Analysis of more complex texts including seminal and foundational US documents of historical and literary significance</p>	<p><b>Instructional Activities</b>             Close Reading Strategies (annotating, context clues, finding main idea of passages)            Word Walls            Content Literacy Strategies            Mini Lessons            Pre-Writing Activities            Modeling</p> <p><b>Formative Assessments</b>             Think-Pair-Share            Text Dependent Questions            Metacognition            Quizzes            Discussions            Socratic Seminar            Self Assessments            Journals            Writer’s Notebook            Peer Assessments            Peer Revision            Exit Slips</p>

<ul style="list-style-type: none"> <li>● Reading and responding to informational text</li> <li>● Development of central ideas in an informational text</li> <li>● Use of different mediums to present the same subject</li> <li>● Using discussion to convey understanding</li> <li>● Purposeful use of language</li> </ul>	<p><i>How can you show understanding of a topic, issue or text through participation in discussions with peers by building on others' ideas, using evidence from the text, and expressing your own clearly and persuasively?</i></p> <p><i>How does the author utilize language and words and phrases to enhance a text's central idea?</i></p>		<p>Presentations Stations Informal Writing</p> <p><b><u>Summative Assessments</u></b></p> <p>State Testing Benchmarks Chapter Tests Common Task Exams Formal Papers Presentations</p>
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Suggested Resources:

- Article of the Week (Kelly Gallagher)
- Scholastic Magazine
- Critical analysis of previously read texts
- Current events from sources such as *Time*, *US News and World Report*, *Providence Journal*, *New York Times*, etc

Common Core Standards Curriculum Map  
**Analyzing Character Through Multiple Texts**  
**QUARTER 2**

**Unit 1 - (15 days)**

<b>Common Core Standards and Content to Be Learned</b>	<b>Essential Questions</b>	<b>Prior Learning, Current Learning and Future Learning</b>	<b>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</b>
<p>Focus Standards:</p> <p>RL.9-10.3            RL.9-10.7            W.9-10.2 (a,b,c,d,e,f)            W.9-10.4            SL.9-10.3            SL.9-10.6            L.9-10.3 (a)</p> <p>Standards that Reinforce:</p> <p>RL.9-10.1            RL.9-10.4            RL.9-10.5            W.9-10.9 (a,b)            L.9-10.4 (a,b,c,d)            SL.9-10.1 (a,b,c,d)            SL.9-10.2</p> <p>Standards that Recur:</p>	<p><i>How does an author develop characters over the course of a text? (RL.9-10.3)</i></p> <p><i>How does the representation of a subject differ in two different mediums? (RL.9-10.7)</i></p> <p><i>How does a writer use examine and convey complex ideas, concepts, and information specific to situation, purpose, audience, and mode? (W.9-10.2.a.b.c.d.e.f/W.9-10.4)</i></p> <p><i>How can a speaker adapt speech to a variety</i></p>	<p><b>Prior Learning:</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as infers</p> <p>Purposeful use of language</p> <p><b>Current Learning:</b></p> <p>Analysis of more complex texts including seminal and foundational US documents of historical and literary significance</p> <p><b>Future Learning:</b></p> <p>determine if evidence in a text is valid, relevant, and sufficient</p> <p>prepare to write informative/explanatory texts</p>	<p><b>Instructional Activities</b></p> <p>Close Reading Strategies (annotating, context clues, finding main idea of passages)            Word Walls            Content Literacy Strategies            Mini Lessons            Pre-Writing Activities            Modeling</p> <p><b>Formative Assessments</b></p> <p>Think-Pair-Share            Text Dependent Questions            Metacognition            Quizzes            Discussions            Socratic Seminar            Self Assessments            Journals            Writer's Notebook</p>

<p>RL.9-10.10 W.9-10.1 (a,b,c,d,e) W.9-10.4 W.9-10.5 L.9-10.1 (a,b) L.9-10.2 (a,b,c) SL.9-10.4</p> <p><b>Content Topics:</b></p> <ul style="list-style-type: none"> <li>● Character development and analysis</li> <li>● Analyzing character traits</li> <li>● Compare and Contrast two texts</li> <li>● Writing for situation, purpose, audience, and mode</li> <li>● Adapting speech</li> <li>● Function of language in different contexts</li> </ul>	<p><i>of contexts and tasks? (SL.9-10.6)</i></p> <p><i>How does language function in different contexts? (L.9-10.3.a)</i></p>	<p>present information clearly and concisely appropriate to task, purpose, and audience</p> <p>use writing conventions to add interest and variety to writing</p>	<p>Peer Assessments Peer Revision Exit Slips Presentations Stations Informal Writing</p> <p><b><u>Summative Assessments</u></b></p> <p>State Testing Benchmarks Chapter Tests Common Task Exams Formal Papers Presentations</p>
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Suggested Resources:

- Homer. The Odyssey
- Ovid. Metamorphosis
- Achebe, Chinua. Things Fall Apart
- Tan, Amy. The Joy Luck Club
- Miller, Arthur. The Crucible
- Sophocles. Oedipus Rex
- Shakespeare, William. The Tragedy of Macbeth
- Ibsen, Henrik. A Doll's House
- Poe. The Raven
- Walker, Alice. Everyday Use
- Hunter, Evan. On the Sidewalk Bleeding
- Lester, Julius. Spear
- Thurber, James. The Secret Life of Walter Mitty

Common Core Standards Curriculum Map  
**Reading and Writing an Argument**  
 QUARTER \_\_ 2 \_\_

Unit \_\_ 2 \_\_ - (20 Days)

<p style="text-align: center;"><i>Common Core Standards and Content to Be Learned</i></p>	<p style="text-align: center;"><i>Essential Questions</i></p>	<p style="text-align: center;"><i>Prior Learning, Current Learning and Future Learning</i></p>	<p style="text-align: center;"><i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i></p>
<p>Focus Standards:</p> <p>RI.9-10.3            RI.9-10.8            RI.9-10.9            W.9-10.1            W.9-10.5            SL.9-10.3            L.9-10.1 (a,b)</p> <p>Reinforcing Standards:</p> <p>RI.9-10.5            RI.9-10.6            W.9-10.8</p>	<p><i>How can you evaluate an argument to identify if reasoning is valid, relevant, and sufficient? (RI.9-10.8)</i></p> <p><i>How can you write arguments using valid reasoning and relevant and sufficient evidence to support claims? (W.9-10.1)</i></p> <p><i>How can you develop and strengthen writing for specific purposes and audiences?</i></p>	<p><b>Prior Learning:</b></p> <p>Analysis of more complex texts including seminal and foundational US documents of historical and literary significance</p> <p><b>Current Learning:</b></p> <p>determine if evidence in a text is valid, relevant, and sufficient</p> <p>prepare to write informative/explanatory texts</p> <p>present information clearly and concisely appropriate to task, purpose, and audience</p>	<p><b>Instructional Activities</b></p> <p>Close Reading Strategies (annotating, context clues, finding main idea of passages)            Word Walls            Content Literacy Strategies            Mini Lessons            Pre-Writing Activities            Modeling</p> <p><b>Formative Assessments</b></p> <p>Think-Pair-Share            Text Dependent Questions            Metacognition</p>

<p>W.9-10.9 (a,b) SL.9-10.2 SL.9-10.4 L.9-10.3 (a) L.9-10.5 (a,b)</p> <p>Recurring Standards:</p> <p>RI.9-10.3 RI.9-10.10 W.9-10.1 (a,b,c,d,e) W.9-10.4 SL.9-10.1 (a,b,c,d) L.9-10.2 (a,b,c)</p> <p><b>Content Topics:</b></p> <ul style="list-style-type: none"> <li>● Evaluating arguments</li> <li>● Writing arguments using textual evidence</li> <li>● Evaluating a speaker’s point of view</li> <li>● Adding variety to writing through the use of standard English grammar</li> <li>● Developing thesis statements</li> </ul>	<p><i>(W.9-10.5)</i></p> <p><i>How can students evaluate a speaker’s point of view to identify fallacious reasoning or distorted evidence? (SL.9-10.3)</i></p> <p><i>How can writing conventions of standard English grammar add variety and interest to writing or presentations? (L.9-10.1.a.b)</i></p>	<p>use writing conventions to add interest and variety to writing</p> <p><b>Future Learning:</b></p> <p>citation of textual evidence</p> <p>short research projects</p> <p>determination of central idea</p> <p>credible sources</p> <p>learning to use variety in writing</p>	<p>Quizzes Discussions Socratic Seminar Self Assessments Journals Writer’s Notebook Peer Assessments Peer Revision Exit Slips Presentations Stations Informal Writing</p> <p><b>Summative Assessments</b></p> <p>State Testing Benchmarks Chapter Tests Common Task Exams Formal Papers Presentations</p>
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Suggested Resources:

- Article of the Week (Kelly Gallagher)
- Scholastic Magazine
- Critical analysis of previously read texts
- Current events from sources such as *Time*, *US News and World Report*, *Providence Journal*, *New York Times*, etc
- *Henry, Patrick. “Speech to the Second Virginia Convention”*
- *Washington, George. “Farewell Address”*
- *Lincoln, Abraham. “Gettysburg Address”*
- *Document Based Questioning (DBQ’s)*



Common Core Standards Curriculum Map  
**Informational and Literary Research**  
 QUARTER \_\_3\_\_

Unit \_\_3.1\_\_ - (20 Days)

<p style="text-align: center;"><b>Common Core Standards and Content to Be Learned</b></p>	<p style="text-align: center;"><b>Essential Questions</b></p>	<p style="text-align: center;"><b>Prior Learning, Current Learning and Future Learning</b></p>	<p style="text-align: center;"><b>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</b></p>
<p>Focus Standards:</p> <p>RL.9-10.1            RL.9-10.6            RI.9-10.1            RI.9-10.5            RI.9-10.6            W.9-10.2 (a,b,c,d,e,f)            W.9-10.7            W.9-10.8            SL.9-10.4            L.9-10.3 (a)</p> <p>Reinforcing Standards:</p> <p>RI.9-10.8            W.9-10.2 (a,b,c,d,e,f)            W.9-10.6            L.9-10.4 (a,b,c,d)</p> <p>Recurring Standards:</p> <p>RL.9-10.10</p>	<p><i>How can reading literature from other cultures enrich our cultural understanding? (RL.9-10.1, RI.9-10.6)</i></p> <p><i>How do the choices an author makes impact our understanding of a text? (RI.9-10.1, RI.9-10.5, RI.9-10.6)</i></p> <p><i>How does researching and reporting what we learn impact the way we understand issues? (W.9-10.2, W.9-10.7, W.9-10.8)</i></p> <p><i>Why is it important to communicate clearly, concisely, and logically? (SL.9-10.4)</i></p>	<p><b>Prior Learning:</b></p> <p>determine if evidence in a text is valid, relevant, and sufficient</p> <p>prepare to write informative/explanatory texts</p> <p>present information clearly and concisely appropriate to task, purpose, and audience</p> <p>use writing conventions to add interest and variety to writing</p> <p><b>Current Learning:</b></p> <p>citation of textual evidence</p> <p>short research projects</p> <p>determination of central idea</p>	<p><b>Instructional Activities</b></p> <p>Close Reading Strategies (annotating, context clues, finding main idea of passages)            Word Walls            Content Literacy Strategies            Mini Lessons            Pre-Writing Activities            Modeling</p> <p><b>Formative Assessments</b></p> <p>Think-Pair-Share            Text Dependent Questions            Metacognition            Quizzes            Discussions            Socratic Seminar            Self Assessments            Journals            Writer’s Notebook</p>

<p>RI.9-10.7 RI.9-10.10 W.9-10.4 W.9-10.5 W.9-10.9 W.9-10.10 SL.9-10.1 SL.9-10.6 L.9-10.2 (a,b,c)</p> <p><b>Content Topics:</b></p> <ul style="list-style-type: none"> <li>● Reading a wide range of texts</li> <li>● Understanding author’s craft</li> <li>● Researching and reporting on a topic</li> <li>● Using formal styles of writing (MLA, APA, Chicago)</li> </ul>	<p><i>What skills are necessary to write in a formal style (MLA, APA, Chicago) (L.9-10.3.a)</i></p>	<p>credible sources</p> <p>learning to use variety in writing</p> <p><b>Future Learning:</b></p> <p>synthesizing information into a cohesive presentation</p> <p>understanding nuances in word choice</p> <p>author’s choice/structure of a text</p> <p>techniques used in major historical, public addresses</p> <p>deciphering between valid and invalid sources</p> <p>strengthening presentations using digital media</p>	<p>Peer Assessments</p> <p>Peer Revision</p> <p>Exit Slips</p> <p>Presentations</p> <p>Stations</p> <p>Informal Writing</p> <p><b>Summative Assessments</b></p> <p>State Testing</p> <p>Benchmarks</p> <p>Chapter Tests</p> <p>Common Task</p> <p>Exams</p> <p>Formal Papers</p> <p>Presentations</p>
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Resources:

Common Core Standards Curriculum Map  
**Oral Presentation/Analysis of Literary and Informational Text**  
 QUARTER \_\_\_3\_\_\_

Unit \_\_\_3.2\_\_\_ - (20 Days)

<p style="text-align: center;"><b>Common Core Standards and Content to Be Learned</b></p>	<p style="text-align: center;"><b>Essential Questions</b></p>	<p style="text-align: center;"><b>Prior Learning, Current Learning and Future Learning</b></p>	<p style="text-align: center;"><b>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</b></p>
<p>Focus Standards:</p> <p>RL.9-10.4            RL.9-10.5            RI.9-10.3            RI.9-10.4            RI.9-10.9            W.9-10.1 (a,b,c,d,e)            SL.9-10.5            L.9-10.5 (a,b)            L.9-10.6</p> <p>Reinforcing Standards:</p> <p>RL.9-10.1            RI.9-10.5            W.9-10.6            SL.9-10.1.c            SL.9-10.2            SL.9-10.4            L.9-10.4 (a,b,c,d)</p> <p>Recurring Standards</p> <p>RL.9-10.10</p>	<p><i>How can word choice impact the audience's understanding of a text? (RL.9-10.4, RI.9-10.4)</i></p> <p><i>How can an author create mystery, tension, or surprise by structuring a text, ordering events within it, or manipulating time? (RL.9-10.5, RI.9-10.3)</i></p> <p><i>What techniques do authors use to address themes and concepts during major historical events? (RI.9-10.9)</i></p> <p><i>What is valid, relevant, and sufficient evidence when writing arguments?</i></p>	<p><b>Prior Learning:</b></p> <p>citation of textual evidence</p> <p>short research projects</p> <p>determination of central idea</p> <p>credible sources</p> <p>learning to use variety in writing</p> <p><b>Current Learning:</b></p> <p>synthesizing information into a cohesive presentation</p> <p>understanding nuances in word choice</p> <p>author's choice/structure of a text</p> <p>techniques used in major historical, public addresses</p>	<p><b>Instructional Activities</b></p> <p>Close Reading Strategies (annotating, context clues, finding main idea of passages)            Word Walls            Content Literacy Strategies            Mini Lessons            Pre-Writing Activities            Modeling</p> <p><b>Formative Assessments</b></p> <p>Think-Pair-Share            Text Dependent Questions            Metacognition            Quizzes            Discussions            Socratic Seminar            Self Assessments            Journals            Writer's Notebook            Peer Assessments</p>

<p>RI.9-10.10 W.9-10.4 W.9-10.9 SL.9-10.6</p> <p><b>Content Topics:</b></p> <ul style="list-style-type: none"> <li>● Focus on vocabulary</li> <li>● Plot, setting, and time structure</li> <li>● Techniques of public address</li> <li>● Writing an argument</li> <li>● Using digital media to present</li> <li>● Figurative language</li> </ul>	<p><i>(W.9-10.1.a,b,c,d,e)</i></p> <p><i>How can digital media increase an audience's engagement? (SL.9-10.5)</i></p> <p><i>How can the use of figurative language, word relationships, and nuances impact the reader's understanding of a text? (L.9-10.5.a, L.9-10.6)</i></p>	<p>deciphering between valid and invalid sources</p> <p>strengthening presentations using digital media</p> <p><b>Future Learning:</b></p> <p>Development of central idea and theme</p> <p>Exploring and developing the skills involved in writing a narratives</p> <p>Learning to speak effectively in a group setting</p> <p>Function of language in different contexts</p> <p>Argumentative Writing</p>	<p>Peer Revision Exit Slips Presentations Stations Informal Writing</p> <p><b>Summative Assessments</b></p> <p>State Testing Benchmarks Chapter Tests Common Task Exams Formal Papers Presentations</p>
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Resources:

Common Core Standards Curriculum Map

***Narrative Analysis and Writing***

QUARTER \_\_ 4 \_\_

Unit \_\_ 4.1 \_\_ - (20 Days)

<p><b><i>Common Core Standards and Content to Be Learned</i></b></p>	<p><b><i>Essential Questions</i></b></p>	<p><b><i>Prior Learning, Current Learning and Future Learning</i></b></p>	<p><b><i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i></b></p>
<p>Focus Standards:</p> <p>RL.9-10.2 W.9-10.3 (a,b,c,d,e) SL.9-10.1 (a,b,c,d) L.9-10.3 (a)</p> <p>Reinforcing Standards:</p> <p>RL.9-10.4 RL.9-10.5 W.9-10.5 L.9-10.4 (a,b,c,d) L.9-10.5 (a,b) SL.9-10.4</p> <p>Recurring Standards:</p> <p>RL.9-10.10 W.9-10.4 L.9-10.6 SL.9-10.4</p>	<p><i>What is a theme or central idea and how is it developed over the course of a text? (RL.9-10.2)</i></p> <p><i>How can you 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.a.b.c.d.e.)</i></p> <p><i>What skills are needed to participate effectively in a range of collaborative discussions? (SL.9-10.1.a.b.c.d)</i></p> <p><i>How does language function in different contexts? (L.9-10.3.a)</i></p>	<p><b><u>Prior Learning:</u></b></p> <p>synthesizing information into a cohesive presentation</p> <p>understanding nuances in word choice</p> <p>author’s choice/structure of a text</p> <p>techniques used in major historical, public addresses</p> <p>deciphering between valid and invalid sources</p> <p>strengthening presentations using digital media</p> <p><b><u>Current Learning:</u></b></p> <p>Development of central idea and theme</p> <p>Exploring and developing the skills involved in writing a narratives</p> <p>Learning to speak effectively in a group</p>	<p><b><u>Instructional Activities</u></b></p> <p>Close Reading Strategies (annotating, context clues, finding main idea of passages) Word Walls Content Literacy Strategies Mini Lessons Pre-Writing Activities Modeling</p> <p><b><u>Formative Assessments</u></b></p> <p>Think-Pair-Share Text Dependent Questions Metacognition Quizzes Discussions Socratic Seminar Self Assessments Journals Writer’s Notebook Peer Assessments Peer Revision Exit Slips Presentations</p>

<p><b>Content Topics:</b></p> <ul style="list-style-type: none"> <li>● Finding themes in literature</li> <li>● Writing narratives</li> <li>● Analyzing and discussing narratives</li> <li>● Reading/writing critical arguments on literature</li> </ul>	<p><i>What is valid, relevant, and sufficient evidence when writing arguments? (W.9-10.1.a,b,c,d,e)</i></p>	<p>setting</p> <p>Function of language in different contexts</p> <p>Argumentative Writing</p> <p><b><u>Future Learning:</u></b></p> <p>Understanding the relationship between different works of literature</p> <p>Analyzing rhetoric and point of view</p> <p>Using technology to publish student writing</p> <p>Using valid, relevant, and sufficient evidence</p> <p>Understanding the impact word relationships, figurative language, and nuances have on a text</p>	<p>Stations</p> <p>Informal Writing</p> <p><b><u>Summative Assessments</u></b></p> <p>State Testing</p> <p>Benchmarks</p> <p>Chapter Tests</p> <p>Common Task</p> <p>Exams</p> <p>Formal Papers</p> <p>Presentations</p>
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Resources:

Common Core Standards Curriculum Map  
***Multi-Genre On-Demand Reading and Response to Text***  
 QUARTER \_\_\_4\_\_\_  
 Unit \_\_\_4.2\_\_\_ - (20 Days)

<b>Common Core Standards and Content to Be Learned</b>	<b>Essential Questions</b>	<b>Prior Learning, Current Learning and Future Learning</b>	<b>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</b>
<p>Focus Standards:</p> <p>RL.9-10.9 RI.9-10.6 W.9-10.1 (a,b,c,d,e) W.9-10.6 SL.9-10.3 L.9-10.5 (a,b)</p> <p>Reinforcing Standards:</p> <p>RL.9-10.6 RL.9-10.7 RI.9-10.6 RI.9-10.7 W.9-10.1 (a,b,c,d,e) W.9-10.4 SL.9-10.1 (a,b,c,d) SL.9-10.2 L.9-10.3 (a) L.9-10.4 (a,b,c,d)</p> <p>Recurring Standards:</p> <p>RL.9-10.10 RI.9-10.10 W.9-10.5 W.9-10.9 SL.9-10.4 SL.9-10.6 L.9-10.1 (a,b) L.9-10.2 (a,b,c,d)</p>	<p><i>How do author's build on each other's work? (RL.9-10.9)</i></p> <p><i>How do students determine an author's point of view, and how does an author use rhetoric to advance that point of view? (RI.9-10.6)</i></p> <p><i>What is valid, relevant, and sufficient evidence when writing arguments? (W.9-10.1.a.b.c.d.e.)</i></p> <p><i>How can the use of technology aid in the production and publishing of student writing? (W.9-10.6)</i></p> <p><i>How can students evaluate a speaker's point of view to identify fallacious reasoning or distorted evidence? (SL.9-10.3)</i></p> <p><i>How can the use of figurative language, word relationships, and</i></p>	<p><b>Prior Learning:</b></p> <p>Development of central idea and theme</p> <p>Exploring and developing the skills involved in writing a narratives</p> <p>Learning to speak effectively in a group setting</p> <p>Function of language in different contexts</p> <p>Argumentative Writing</p> <p><b>Current Learning:</b></p> <p>Understanding the relationship between different works of literature</p> <p>Analyzing rhetoric and point of view</p> <p>Using technology to publish student writing</p> <p>Using valid, relevant, and sufficient evidence</p> <p>Understanding the impact word relationships, figurative language, and nuances have on a text</p> <p><b>Future Learning:</b></p>	<p><b>Instructional Activities</b></p> <p>Close Reading Strategies (annotating, context clues, finding main idea of passages) Word Walls Content Literacy Strategies Mini Lessons Pre-Writing Activities Modeling</p> <p><b>Formative Assessments</b></p> <p>Think-Pair-Share Text Dependent Questions Metacognition Quizzes Discussions Socratic Seminar Self Assessments Journals Writer's Notebook Peer Assessments Peer Revision Exit Slips Presentations Stations Informal Writing</p> <p><b>Summative Assessments</b></p> <p>State Testing Benchmarks</p>

<p><b>Content Topics:</b></p> <ul style="list-style-type: none"> <li>● Response to essay and articles</li> <li>● Response to short fiction</li> <li>● Evaluating a speaker’s point of view</li> <li>● Determining the validity of evidence</li> <li>● Use of technology to publish writing</li> </ul>	<p><i>nuances impact the reader’s understanding of a text?</i> <i>(L.9-10.5.a.b)</i></p>	<p>Students will develop a foundation in multiple genres of reading and writing</p>	<p>Chapter Tests Common Task Exams Formal Papers Presentations</p>
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Resources: