



## 10th Grade Reading and Writing Curriculum and Common District Assessments

Weeks	Reading Curriculum	District Assessment	Key Concepts and Vocabulary
4 weeks	<p>Unit #1: <a href="#">Launching Writer's Notebook</a></p> <p>Overarching Questions As a poet, where do I find my voice? What matters to me, and what is important to express? What are poets' basic and essential decisions?</p> <p>Enduring Understandings Poets live wide-awake lives, engaging the world and creating poems that express the stories, ideas, and observations that matter to them. They develop flexible patterns of thinking and a repertoire of strategies to make decisions throughout the writing process.</p>	<p>Mid-Unit Assessment Task: What habits, strategies, and attitudes should one have in order to view oneself as a writer? After trying on the habits of poets, reread your writers' notebooks and identify two habits, strategies, and/or attitudes that improved your living like a poet. Select a single entry that best demonstrates your choices. Explain how the use of these habits, strategies, and/or attitudes changed the way you think about writing or your identity as a writer.</p> <p>Post-Unit Assessment Task: How does a poet define a writing life? How does creating a writing life also create poems? After reading poems and experimenting with the habits, strategies, and attitudes of poets, write a series of poems that demonstrates the use of the universal and unique techniques used by poets who write for publication. Revise and edit early poems to meet a publishing standard. Write a reflection that examines the ways your writing has been impacted by experimenting and developing poems for publication. Submit poems for publication.</p>	<p>Developing a repertoire of cognitive and meta-cognitive skills and strategies for inquiry and decision-making. Engaging in collaborative partnerships to maximize individual and collective learning. Experiencing activities, in order to use thinking skills and strategies to increase self-initiation, decision-making, independence, and responsibility. Observing, experimenting, planning, and implementing a plan, in order to become aware of the nature of thinking, as well as attitudes that effect change and develop the voice of a writer.</p> <p>connotation, denotation, figurative language, image, line line breaks, memory, non-judgmental response, observation, stanza, white space</p>
5 weeks	<p>Unit #2: <a href="#">Independent Reading</a></p> <p>Overarching Questions Do you have a reading life? What is your reading identity and how have you changed your reading identity? What does each genre offer a reader and what are the limitations of each genre? How do fiction and nonfiction intersect? How can reading change my life? How can I participate and positively contribute to a discussion about a book or nonfiction text?</p> <p>Enduring Understandings Independent readers build a repertoire of reading habits and strategies to engage with the ideas and meanings in autobiography, biography, and memoir texts. They develop an understanding of how the texts work to express the central ideas developed across a text. In personal reading and peer conversations, they build their understanding of how autobiography, biography, and memoir texts are written. At the same time, they build an understanding of the ideas and evidence the writer uses to inform or persuade a reader.</p>	<p>Pre-Unit Assessment Task What preferences do I have when reading independently and how will I stretch or extend my reading habits while reading autobiography, biography, or memoir? After mapping your reading preferences and sampling a range of texts, write a reflective paragraph that states if this unit will stretch or extend your reading habits. Predict several ways you might change as a reader by reading and studying this genre.</p> <p>Mid-Unit Assessment Task How has your reading, identity as a reader, or preferences for reading changed? Review your reader's notebook, the goals you set before beginning the unit and goals you set during the unit. Reflect on this review to identify one way you have grown as a reader. Write a reflective paragraph that states how you have changed. Provide specific evidence from your notebook and the text you are reading to explain how and why this change occurred.</p> <p>Post-Unit Assessment Task What insights are you making as you connect to the author's style and the structures of autobiography, biography, or memoir? After reading part or all of one text, review the connections, theories, and discussion topics you have tracked and recorded in your reader's notebook. Identify a single insight you have gained that might impact the way you read, the way you see the central ideas in the text, or the way you interact with others. Write 2-3 paragraphs to state the insight, explain how the author connects details across the text to promote that central idea, and explain how the author uses a single element or structure of autobiography, biography, or memoir to establish the insight.</p>	<p>Analyzing different genres to identify strengths and limitations Analyzing evidence to infer central ideas Connecting evidence across a text Identifying a change in reader identity</p> <p>autobiography, biography, central idea, genre, memoir, reader identity, textual evidence, theme</p>
4 weeks	<p>Unit #3: <a href="#">Basics of Argumentation</a></p> <p>Overarching Questions Can film make an impact on a person's view of a social issue? What social issues do filmmakers focus on? Why should anyone care about these social issues?</p> <p>Enduring Understandings Critical readers develop skills to read the world and the world of texts [film, film reviews, and informational texts] with a critical lens. They understand even texts that are generally created for entertainment can carry important messages and present powerful arguments. Film is a text that can both entertain and persuade. Films can be read on multiple levels and critical readers of film develop strategies to crack the code, make connections and inferences, recognize purpose and audience, and recognize that films are not neutral and intend to influence people.</p>	<p>Pre-Unit Assessment Task Can film make an impact on a person's view of a social issue? After reflecting on films that have persuaded or influenced you to think or act in a specific way, write 2-3 paragraphs that discuss the social issue in the film, state the impact the film made on the way you think about or act when faced with the social issue, and explain how the filmmaker, the actors, or the story influenced you.</p> <p>Mid-Unit Assessment Task What is the social issue being exposed in this film? Why should anyone care about this social issue? After viewing My Sister's Keeper [or other film] research films that are currently in theaters. Which of these films intentionally expose a social issue. Select one film that seems to expose a social issue and view it in order to identify the claim and counterclaims made in the film about the issue. Write 2-3 paragraphs that state the claim and counterclaim the film exposes and evaluates how effectively the filmmaker, actors, or story influenced your thinking or actions around the issue.</p> <p>Post-Unit Assessment Task How effective are films that intentionally focus on a social issue? After viewing My Sister's Keeper (or other film) and reading related texts, write a film review that discusses one social issue exposed in the film and evaluates how effectively the characters and events deal with this social issue. Be sure to support your position with evidence from the texts.</p>	<p>Becoming aware, through explicit emphasis on intellectual processes, of the nature of thinking and one's mental capability to control attitudes. Developing a repertoire of cognitive and meta cognitive skills and strategies for problem solving, decision making, and inquiry. Engaging in authentic learning experiences to maximize learning. Using thinking skills, through numerous experiential activities, to increase independence and responsibility.</p> <p>audience, context, purpose</p>
4 weeks	<p>Unit #4: <a href="#">Narrative Reading</a></p> <p>Overarching Questions Do heroes from around the world share the same universal questions? Those are: "Who am I? Where did I come from? Where will I go when I die? What is good and what is evil? What must I do about it? What will tomorrow be like? Where did yesterday go? Is there anybody else out there?"</p> <p>Enduring Understandings Writers from around the world and across historical time periods write about the universal theme of the hero's journey. They also use variations on a universal structure for the hero's journey. Readers and writers of literature use this knowledge to explore the various cultural and historical points of view on this universal theme.</p>	<p>Pre-Unit Performance Task After viewing an iconic American text (short video or short fiction) that portrays an American Hero, students write several paragraphs to define the classic American Hero and identify the universal questions explored during the hero's journey. Students will support their definition with specific examples from the text.</p> <p>Universal Questions about Heroes "Who am I? Where did I come from? Where will I go when I die? What is good and what is evil? What must I do about it? What will tomorrow be like? Where did yesterday go? Is there anybody else out there?"</p> <p>Mid-Unit Formative Assessment Task Students complete reading log entries that prepare them for critically reading a novel or other short narrative(s) and writing a literary essay about the central idea and theme of the narrative(s).</p> <p>Summative Assessment Task "The Hero's Journey is a [narrative] pattern identified by the American scholar Joseph Campbell that appears in drama, storytelling, myth, religious ritual, and psychological development. It describes the typical adventure of the archetype known as The Hero, the person who goes out and achieves great deeds on behalf of the group, tribe, or civilization."</p> <p>Do heroes from around the world share the same child-like but universal questions? After reading world literature, collaboratively design a graphic or digital product that compares the ways stories from different countries use the universal structure and theme of the hero myth to explore universal human concerns. Identify which universal questions the authors explore and why they might emerge in literature from a specific country and culture.</p>	<p>Analyzing authors' decisions of multiple texts from around the world that use a universal theme and narrative structure Analyzing point of view as it is impacted by culture and history Analyzing authors' decisions and the impact of those decisions on meaning Annotating the text Categorizing the key details after reading Connecting and synthesizing themes between texts Identifying diction: connotation Identifying figurative Language: imagery, simile, metaphor, hyperbole, onomatopoeia, alliteration, personification Identifying key lines</p> <p>character development, cultural point of view, first-person, point of view, frame story, hero archetypes, historical, context, inference, literary point of view, literary genre and philosophy (existentialism, magical realism, surrealism) narrative structures, scene, thematic development, third-person limited omniscient point of view, third-person omniscient point of view, universal themes</p>

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4 weeks	<p>Unit #5: <a href="#">Literary Essay</a></p> <p>Overarching Questions: What are the multiple ways that writers develop themes in a text? What are the rhetorical modes writers use to analyze themes in literary essays?</p> <p>Enduring Understandings: Literary essayists read for both plot and meaning. They track ideas, structures, literary devices, and effects across a novel to gather key details as they read. They create theories about the novel. They understand that there are multiple types of body paragraphs to support their claims. They make decisions about which types of paragraphs best support their claim. They reread to find deeper meaning in a novel.</p>	<p>Pre-Unit Assessment Task Use the post-unit assessment from the previous reading unit on literature. Use the assessment to gauge students' abilities to analyze literary texts.</p> <p>The prompt for that unit was: "The Hero's Journey is a [narrative] pattern identified by the American scholar Joseph Campbell that appears in drama, storytelling, myth, religious ritual, and psychological development. It describes the typical adventure of the archetype known as The Hero, the person who goes out and achieves great deeds on behalf of the group, tribe, or civilization."</p> <p>Stories built on the model of the hero myth have an appeal that can be felt by everyone, because they spring from a universal source in the collective unconscious, and because they reflect universal concerns. They deal with the child-like but universal questions: Who am I? Where did I come from? Where will I go when I die? What is good and what is evil? What must I do about it? What will tomorrow be like? Where did yesterday go? Is there anybody else out there?" —Chris Vogler</p> <p>Do heroes from around the world share the same child-like but universal questions? After reading world literature, collaboratively design a graphic or digital product that compares the ways stories from different countries use the universal structure and theme of the hero myth to explore universal human concerns. Identify which universal questions the authors explore and why they might emerge in literature from a specific country and culture.</p> <p>Mid-Unit Formative Assessment Task How do the main characters portray a theme in the novel? After reading a whole class novel or independent novel of your choice, write an extended-example paragraph and a connected-example paragraph that addresses the question and support your position with evidence from the texts.</p> <p>Post-Unit Summative Assessment Task How is a theme developed across a text using various literary techniques? After reading a whole class novel or independent novel of your choice, write an argumentative literary essay that addresses the question and support your position with evidence from the texts. Be sure to acknowledge alternate themes developed in the novel.</p> <p>Metacognitive Write: Students reflect back upon what they have learned by writing their essays. They think about how these skills might transfer to other learning experiences.</p>	<p>Collecting evidence to support a claim Determining the most appropriate type of body paragraph to support the claim Evaluating evidence to determine which evidence provides the best support Interpreting the meaning of the novel Reading on multiple levels</p> <p>body paragraph, conclusion/concluding paragraph, connected-example paragraph, evidence, extended-example paragraph, introductory paragraph, literary-device analysis, paragraph, meaning, plot, position, summary, paragraph, topic sentence, transitions</p>
4 weeks	<p>Unit #6: <a href="#">Informational Reading</a></p> <p>Overarching Questions What is civil disobedience in a democratic society? How do foundational U.S. documents influence contemporary actions, ideas, and values of writers and individuals in a democratic society?</p> <p>Enduring Understandings Readers of informational texts use a multi-draft reading approach to comprehend complex texts. Readers of informational texts use a variety of reading, thinking and note-taking strategies to develop knowledge and become conversational about concepts and ideas. Foundational U.S. documents provide background knowledge about democratic values that can serve as a lens to read and study current events and the writings of 20th- and 21st-century authors of literature, informational texts, and argumentative texts.</p>	<p>Pre-Unit Assessment Task Task 1: Reflective Survey Of Reading Skills, Habits, Strategies, and Processes. Students take a reflective survey to identify their strengths and areas of challenge. This information will establish a baseline of their knowledge about reading and their habits while reading informational texts. This survey is based on the three concepts from the Common Core State Standards: •Key Ideas and Details •Craft and Structure •Integration of Knowledge and Ideas Students will set goals during the unit and write a reflection at the end of the unit.</p> <p>Task 2: On-Demand Close Reading Students will read and annotate a text pair to establish a baseline of their independent habits while reading informational texts. Students will use this pre-unit on-demand reading to set goals during the unit and to reflect on growth after the unit.</p> <p>Mid-Unit Formative Assessment Task Students apply their analysis skills as they read two texts that represent ideas about or examples of protest or civil disobedience. They write three paragraphs: a summary of each text and a paragraph of response that details their interaction with the texts.</p> <p>Post-Unit Summative Assessment Task What is the role of protest or civil disobedience in a democratic society? 1. After reading literature, informational texts, and foundational U.S. documents, research a topic of interest. Create an annotated bibliography of texts that informs a reader about protest or civil disobedience. 2. Write a paragraph that defines protest or civil disobedience and answers the question above. Support your discussion with evidence from texts on your bibliography. 3. Write a reflection that answers the following question: Over the course of this unit, how have I changed in my ability to 1) identify key details; 2)analyze craft and structure; and/or 3) integrate knowledge and ideas within or across texts?</p>	<p>Analyzing evidence to infer a central idea Connecting details across a text in order to summarize Evaluating bias in a text Evaluating validity of a text Identifying a change in reader identity</p> <p>annotation of a text, civil rights, cross-text connections, democratic values, historical, connections, multi-draft reading, social issues</p>
4 weeks	<p>Unit #7: <a href="#">Informational Essay</a></p> <p>Overarching Questions: What ideas presented in seminal U.S. documents define a democratic life? How does that definition inform the lives of citizens in the 21st Century? How do I engage with ideas through interaction with texts and people to participate responsibly as an American citizen? How can I inform myself about issues that impact the daily lives of Americans? What is at stake if citizens in the 21st Century ignore or do not uphold democratic values?</p> <p>Enduring Understandings: Ideas embedded in seminal U.S. documents define a democratic life. Contemporary society is influenced by seminal U.S. documents and the precepts embedded in them. Researchers use methods to engage in primary, secondary, and multi-media research. Researchers engage in collaborative research. Researchers use methods to study a different historical context and apply precepts from seminal documents to that context. Researchers choose from a variety of digital products to design, plan, and write a digital product based on multi-media research.</p>	<p>Pre-Unit Assessment Task Define the American Character using a six-slide PowerPoint presentation that uses graphics, images, sounds, and words to illustrate the definition.</p> <p>Mid-Unit Formative Assessment Task What is the power of an individual? After collaboratively researching a topic of personal interest that portrays the power of an individual in a democratic society, state an informed view of your topic. Write a definition paragraph(s) that explains the view and sets it in a current historical context. List a bibliography of readings that reflect the range of digital and print texts used to develop the view.</p> <p>Post-Unit Summative Assessment Task What is the power of an individual in a democratic society? What is at stake if Americans forget our American ideals and our American character? After reading seminal U.S. documents and related readings, do shared research to examine one aspect of these complex questions. Design, plan, write, and develop a digital product that identifies the impact and power of an individual in a democratic society. What conclusions can you draw? Support your discussion with evidence from secondary, primary research, and/or personal experience.</p>	<p>Developing and narrowing an inquiry Identifying influences and implications Researching to generate new information (primary research) about an inquiry Researching to identify authorities and facts (secondary research) about an inquiry Self-generating a timely topic connected to social precepts</p> <p>American ideals, civil liberties, collaborative research, core democratic values, democracy, democratic life, digital media and research digital products (podcast, etc.), freedom, historical context, historical heritage, multimedia, primary research, secondary research</p>
4 weeks	<p>Unit #8: <a href="#">Writing the Argument</a></p> <p>Overarching Questions How does a writer craft an editorial to support a claim(s) in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence? What elements of argument are included in editorials? How do I voice my opinion on an issue that has personal and community relevance in order to inform or elicit change?</p> <p>Enduring Understandings Op-eds are a specific argumentative genre. Writers of this genre engage in critical thought on a range of subjects. Writers of op-eds publish their arguments to engage in socially responsible commentary.</p>	<p>Pre-Unit Assessment Task Do you have opinions on local events, and/or social, political or economic issue(s) that impact your life? List three events or issues about which you have an opinion. Select the one you are most interested in and/or have the strongest opinion about. Write a brief statement of your opinion and a possible counter-opinion about this event or issue. Then list at least two reasons you have formed that opinion.</p> <p>Mid-Unit Formative Assessment Tasks Annotation Self-Assessment Task: What strategies or techniques do op-ed authors universally use? After studying a series of op-eds, in your literature circle group identify the common elements and evaluate which op-ed most effectively combines these elements to create a valid line of reasoning. Explain how the writer's combination of elements is effective. Consider explicit and implied evidence, diction and bias, and audience awareness. Project-Folder Self-Assessment Task: After writing and revising your Op-Ed, trace the diction to determine explicit and implied bias. Consider the effectiveness of this choice of diction and devise a revision plan to reduce bias and increase validity. In a brief reflection, state how the elements connect to argue your claim about this issue/ problem/conflict in a logical way. Review the rubric and consider three areas in your reflection: 1) Focus; 2) Controlling Idea; and 3) Development.</p> <p>Post-Unit Summative Assessment Task After writing and revising your op-ed, trace the diction to determine explicit and implied bias. Consider the effectiveness of this choice of diction and devise a revision plan to reduce bias and increase validity. In a brief reflection, state how the elements connect to argue your claim about this issue/problem/conflict in a logical way. Review the rubric and consider three areas in your reflection: 1) Focus; 2) Controlling Idea; 3) Development.</p>	<p>Choosing a structure for your op-ed Evaluating evidence Investigating a topic Narrowing or broadening the inquiry Self-generating a relevant and timely topic for an op-ed</p> <p>audience, call to action, citation, claim, concluding statement, counterclaim inference, lead, objective tone, organization, purpose, relevant, sufficient evidence, rhetorical, strategies, valid reasoning, voice, writing process</p>