# **Unwrapping the Standards**

**(NOTE: Skeletal map of which units will be covered in which quarter is on the last page)**

**Content Area:** ELA 10 **Completed By:** Michelle Salman

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| **Essential Standard for Reading**  **RL.2/RI.2 -** 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.  My rewording that combines all of what I have determined as the essential standards that should be taught during the school year: Critically analyze literary and informational texts to understand an author’s choice of words and structure of a text (RL.5/RI.5) and to analyze supporting details to infer meaning (RL.1/RI.1) and determine main ideas (RL.2/RI.2) and author’s purpose (RL.6/RI.6). | | |
| **Skills and Concepts** | | |
| 1. Students will know… (the concepts that support the standard) | 2. And be able to…. (the skills students are able to demonstrate after instruction) | 3. Level of thinking  (from one of the 3 frameworks listed below) |
| Understand how to determine the central idea of a text. | close read a text  recognize central or main idea | **Bloom’s:** Understanding  Applying/Analyzing  **Marzano’s:** Level 3: Analysis  **Webb’s:** DOK2, DOK3 |
| Understand how the central idea  develops throughout the text. | literary elements:  plot (Units 4, 5, 6)  setting (Unit 4)  character (Units 1, 2, 4, 5, 6)  theme (Units 1, 2, 4, 5)  point of view (Units 1, 4,  tone (Unit 1, 2, 3, 4, 5)  literary devices:  figurative language (Units 3, 6)  juxtaposition, oxymoron (Units 4, 6)  figurative language:  \* simile, metaphor, extended  metaphor (Unit 3, Unit 6)  \* irony, situational irony (Unit 4)  \* personification, hyperbole,  analogy (Unit 6) |
| Understand how to accurately summarize information and ideas within a text. | comprehension skills in order to summarize (all units) |
| Understand how specific details are used to shape and refine a text, such as “sequential, comparative, and cause-effect relationships” (ACT Test) | compare two texts (Units 1, 3, 4, 5)  determine cause-effect within a text  specific details:  imagery, sensory (Units 1, 3, 6)  juxtaposition, oxymoron (Units 4, 6) |
| Vocabulary:  main idea, theme, summarize, inference, sequential, comparative, cause-effect | | |
| **Other Standards to focus on closely throughout the school year:**  **RL.1/RI.1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **(ACT)**  **RL.5/RI.5 -** 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).  **RL.6/RI.6 -** 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.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. | | |

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| **Bloom’s Taxonomy** | **Marzano’s Taxonomy** | **Webb’s Depth of Knowledge** |
| * Remembering * Understanding * Applying * Analyzing * Evaluating * Creating | * Level 1: Retrieval * Level 2: Comprehension * Level 3: Analysis * Level 4: Knowledge utilization * Level 5: Metacognition * Level 6: Self-System thinking | * Recall and reproduction (DOK 1) * Skills and Concepts (DOK 2) * Strategic thinking/complex reasoning (DOK 3) * Extended thinking/reasoning (DOK 4) |

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| **Essential Standard for Writing** **W4 -** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience **(Writing an Essay)**  **W.5 -** 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.  **(The Writing Process)**  My rewording that combines all of what I have determined as the essential standards that should be taught during the school year: The ability to effectively and strategically engage in all stages of the writing process (W.5) to develop a multi-paragraph composition of varying writing styles (W.1-Argument, W.2-Informative/Explanatory, W.3-Narrative) that demonstrates synthesis and analysis of complex ideas or themes and that cites textual evidence to support analysis (W.8, W.9). | | |
| **Skills and Concepts** | | |
| 1. Students will know… (the concepts that support the standard) | 2. And be able to…. (the skills students are able to demonstrate after instruction) | 3. Level of thinking  (from one of the 3 frameworks listed below) |
| Use and understand the writing process to write a fully-developed, multi-paragraph essay that clearly states a perspective on a complex issue and analyze the relationship between that perspective and at least one other perspective.  Develop and support ideas with reasoning and examples.  Organize ideas clearly and logically. | Writing to Compare  (Units 1, 3, 4, 5)  Prewrite (graphic organizer)  Rough Draft  Peer Review  Revise an Essay  Write a Final Draft  cite textual evidence  (All units develop this skill) | DOK3 |
| Vocabulary:  compare/contrast, citing textual evidence, prewrite, rough draft, peer review process, revision, final draft | | |

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| **Essential Standards for Language:** It is very difficult to narrow down the Language standards to just “one” essential standard as it seems they are being tested on every standard, so I am listing the standards that cover the areas that students seemed to struggle with the most, which were parallel structure, adverbial phrases and clauses, word choices and meanings (main meaning and multiple meanings), and using context clues to determine meaning (L.1, L.2, L.4, and L.6).  **L.1 -** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  **L.2 -** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  **L.4 -** 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.6 -** 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.  My rewording that combines all of what I have determined as the essential standards that should be taught during the school year: Develop and utilize knowledge of Standard English conventions strategically in a variety of communication tasks for different purposes and audiences with an emphasis on using parallel structure, varied phrases and clauses (L.1, L.2), and high-level vocabulary (L.4, L.6) to convey specific meanings and add variety and interest to writing or presentations. |

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| 1. Students will know… (the concepts that support the standard) | 2. And be able to…. (the skills students are able to demonstrate after instruction) | 3. Level of thinking  (from one of the 3 frameworks listed below) |
| **L.1 -** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. | Write complete sentences using the following:   * parallel structure (Units 2, 3) * noun phrases (Unit 3) * verb phrases (Unit 2) * adverbial phrases (Unit 6) * prepositional phrases (Units 1, 6) * noun clauses (Unit 4) * relative clauses (Unit 6) * independent/dependent clauses (Unit 1) * adverbial clauses (Units 3) | **Bloom’s:** Applying/Analyzing  **Marzano’s:** Level 3: Analysis  **Webb’s:** DOK3 |
| **L.2 -** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. | * Use commas correctly (not in text but can incorporate throughout units as needed) * Use a semicolon correctly (Units 2, 4) * Use a colon to introduce a list or quotation (not in text but can incorporate into Unit 4). * Use correct spelling (not sure yet how or where to incorporate spelling). |  |
| **L.4 -** 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. | * Patterns of word changes that indicate different meanings or parts of speech (all units) * Context clues (all units) * Consult reference materials to find the pronunciation of a word, to determine/clarify its precise meaning and its part of speech (all units). * Predict the meaning of the meaning of a word or phrase (done before each reading in every unit) |  |
| **L.6 -** 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. | * Use the academic and domain specific vocabulary words and phrases that are taught in each unit correctly within student-generated sentences (all units) * Use context clues (all units) |  |
| Vocabulary:  coordination/subordination, parallelism, adverbial, independent/dependent clauses, context clue,  academic vs. domain-specific/content vocabulary | | |

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| **Essential Standard: Speaking and Listening**  **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; use appropriate eye contact, adequate volume, and clear pronunciation.  My Rewording of the Required Skills and Concepts:  Demonstrate the ability to work collaboratively with diverse partners (SL.1) to present information (SL.6) based on an analysis of a text (SL.2, SL.3) using various forms of multimedia technology (SL.5) appropriate to the task, purpose, and audience (SL.4). | | |
| **Skills and Concepts** | | |
| 1. Students will know… (the concepts that support the standard) | 2. And be able to…. (the skills students are able to demonstrate after instruction) | 3. Level of thinking  (from one of the 3 frameworks listed below) |
| How to deliver a coherent presentation so listeners can follow the speaker’s train of thought and ideas. | * Presentation skills: eye contact, adequate volume, and clear pronunciation * How to clearly, concisely, and logically present ideas * Use of Google slides to present information * Incorporate supporting evidence into presentation * Organize and develop a presentation that is of substance * Understand the purpose, audience, and task of the presentation   (Presentations skills are taught in every unit in the Small-Group Learning section.) | **Bloom’s:** Understanding  **Marzano’s:** Level 2: Comprehension  **Webb’s:** DOK2 |
| Vocabulary: Cannot think of any academic vocabulary that would need to be learned for this section. | | |

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**Mapping it Out**

**Quarter 1: 8/6 - 10/9 (44 Days)**

**Unit 1: Inside the Nightmare**

* Anchor Text: Fall of the House of Usher *Edgar Allan Poe*
* Literary Style: Gothic Literature, Magical Realism, and Modern Gothic
* Writing: Explanatory

**Unit 2: Outsiders and Outcasts**

* Anchor Text: The Metamorphosis *Franz Kafka*
* Literary Style: Modernism
* Writing: Argumentative

**Quarter 2: 10/19-12/18 (40 Days)**

**Unit 3: Extending Freedom’s Reach**

* Anchor Texts: from The Four Freedoms Speech, Franklin Delano Roosevelt  
   Inaugural Address, John F. Kennedy
* Literary Style: Seminal Texts
* Writing: Informative

**Unit 4: All that Glitters**

* Anchor Texts: The Necklace, *AuthorGuy de Maupassant, translated by Andrew MacAndrew* Civil Peace, *Chinua Achebe*
* Literary Style: Short Story, Realism
* Writing: Informative

**Quarter 3: 1/4-3/12 (47 Days less ACT Testing days??)**

**Unit 5: Virtue and Vengeance**

* Anchor Text: The Tempest, *Shakespeare*
* Literary Style: Elizabethan Theater
* Writing: Argumentative

**Quarter 4: 3/22-5/28 (46 Days less ACT Testing days??)**

**Unit 6: Blindness and Sight**

* Anchor Text: Oedipus the King, *Sophocles*
* Literary Style: Greek Drama
* Writing: Narrative