

**EVERGREEN COMMUNITY CHARTER SCHOOL**

<b>COURSE STANDARDS AND ANCHORS (ADAPTED FROM POCONO MOUNTAIN SCHOOL DISTRICT)</b>	
<b>COURSE:</b> English Language Arts II	<b>GRADE:</b> 10
<b>STRAND:</b> Reading Informational Text	<b>TIME FRAME:</b> Year-long

<b>PA COMMON CORE STANDARD</b>
<b>1.2 Reading Informational Text</b> Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

<b>ESSENTIAL CONTENT</b>
<p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>● <b>Main Idea:</b> <ul style="list-style-type: none"> <li>o <u>CC1.2.9-10.A</u>: 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.</li> </ul> </li> <li>● <b>Text Analysis:</b> <ul style="list-style-type: none"> <li>o <u>CC1.2.9-10.B</u>: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.</li> <li>o <u>CC1.2.9-10.C</u>: Apply appropriate strategies to analyze, interpret, and evaluate how an 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.</li> </ul> </li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>● <b>Point of View</b> <ul style="list-style-type: none"> <li>o <u>CC1.2.9-10.D</u>: Determine an author’s particular point of view and analyze how rhetoric advances the point of view.</li> </ul> </li> <li>● <b>Text Structure</b> <ul style="list-style-type: none"> <li>o <u>CC1.2.9-10.E</u>: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</li> </ul> </li> <li>● <b>Vocabulary</b> <ul style="list-style-type: none"> <li>o <u>CC1.2.9-10.F</u>: Analyze how words and phrases shape meaning and tone in texts.</li> </ul> </li> </ul> <p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>● <b>Integration of Evaluation Evidence, Knowledge and Ideas</b> <ul style="list-style-type: none"> <li>o <u>CC1.2.9-10.G</u>: 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</li> </ul> </li> <li>● <b>Integration of Knowledge and Ideas Analysis Across Texts</b> <ul style="list-style-type: none"> <li>o <u>CC1.2.9-10.H</u>: Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.</li> </ul> </li> <li>● <b>Integration of Knowledge and Ideas</b> <ul style="list-style-type: none"> <li>o <u>CC1.2.9-10.I</u>: Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</li> </ul> </li> </ul> <p><b>Vocabulary Acquisition and Use</b></p> <ul style="list-style-type: none"> <li>● <u>CC1.2.9-10.J</u>: 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.</li> <li>● <u>CC1.2.9-10.K</u>: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</li> </ul> <p><b>Range of Reading</b></p> <ul style="list-style-type: none"> <li>● <u>CC1.2.9-10.L</u>: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</li> </ul>

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## KEYSTONE ASSESSMENT ANCHORS

### READING FOR MEANING--NONFICTION:

- L.N.1.1: Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
- L.N.1.2: Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
- L.N.1.3: Use appropriate strategies to comprehend literature during the reading process.

### ANALYZING AND INTERPRETING LITERATURE—NONFICTION

- L.N.2.1: Use appropriate strategies to make and support interpretations of literature.
- L.N.2.2: Use appropriate strategies to compare, analyze, and evaluate literary forms.
- L.N.2.3: Use appropriate strategies to compare, analyze, and evaluate literary elements.
- L.N.2.4: Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.
- L.N.2.5: Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.

## KEYSTONE ELIGIBLE CONTENT OBJECTIVES

### ● Author's Purpose

- L.N.1.1.1: Identify and/or analyze the author's intended purpose of a text.
- L.N.1.1.2: Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
- L.N.1.1.3: Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.
- L.N.1.1.4: Explain how an author's use of key words or phrases in text informs and influences the reader.

### ● Vocabulary

- L.N.1.2.1: Identify and/or apply a synonym or antonym of a word used in a text.
- L.N.1.2.2: Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.
- L.N.1.2.3: Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- L.N.1.2.4: Draw conclusions about connotations of words.

### ● Comprehension

- L.N.1.3.1: Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.
- L.N.1.3.2: Summarize the key details and events of a nonfictional text, in part or as a whole.
- L.N.1.3.3: Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another.

### ● Interpretation & Analysis

#### ○ Make & Support Interpretations

- L.N.2.1.1: Make inferences and/or draw conclusions based on analysis of a text.
- L.N.2.1.2: Cite evidence from a text to support generalizations.

#### ○ Compare, Analyze, and Evaluate Literary Forms

- L.N.2.2.2: Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.
- L.N.2.2.3: Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

#### ○ Compare, Analyze, and Evaluate Literary Elements

- L.N.2.3.1: Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction: Note: Character may also be called narrator, speaker, or subject of a biography.
  - the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional text
  - the relationship between characters and other components of a text
  - the development of complex characters and their roles and functions within a text
- L.N.2.3.2: Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction:
  - the relationship between setting and other components of a text (character, plot, and other key literary elements)
- L.N.2.3.3: Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action.
  - elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
  - the relationship between elements of the plot and other components of a text
  - how the author structures plot to advance the action

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- L.N.2.3.4: Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:
  - the relationship between the theme and other components of a text
  - comparing and contrasting how major themes are developed across genres
  - the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
  - the way in which a work of literature is related to the themes and issues of its historical period
- L.N.2.3.5: Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:
  - the relationship between the tone, style, and/or mood and other components of a text
  - how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
  - how diction, syntax, figurative language, sentence variety, etc., determine the author's style
- L.N.2.3.6: Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:
  - the point of view of the narrator as first person or third person point of view
  - the impact of point of view on the meaning of a text as a whole

### o Identify and Analyze Text Organization and Structure

- L.N.2.4.1: Identify, analyze, and evaluate the structure and format of complex informational texts.
- L.N.2.4.2: Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.
- L.N.2.4.3: Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.
- L.N.2.4.4: Make connections between a text and the content of graphics and charts.
- L.N.2.4.5: Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.

### o Identify and Analyze Essential and Nonessential Information

- L.N.2.5.1: Differentiate between fact and opinion.
- L.N.2.5.2: Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.
- L.N.2.5.3: Distinguish essential from nonessential information.
- L.N.2.5.4: Identify, explain, and/or interpret bias and propaganda techniques in nonfiction text.
- L.N.2.5.5: Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfiction text.
- L.N.2.5.6: Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfiction text.

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COURSE: English Language Arts II	Grade: 10
STRAND: Reading Literature Text	TIME FRAME: Year-long

<b>PA COMMON CORE STANDARD</b>
<b>1.3 Reading Literature</b> Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

<b>ESSENTIAL CONTENT</b>
<p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"><li>● <b>Theme:</b><ul style="list-style-type: none"><li>○ <u>CC.1.3.9-10.A</u>: Determine a theme or central idea of a text and analyze in detail 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.</li></ul></li><li>● <b>Text Analysis:</b><ul style="list-style-type: none"><li>○ <u>CC.1.3.9-10.B</u>: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</li></ul></li><li>● <b>Literary Elements:</b><ul style="list-style-type: none"><li>○ <u>CC.1.3.9-10.C</u>: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</li></ul></li></ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"><li>● <b>Point of View</b><ul style="list-style-type: none"><li>○ <u>CC.1.3.9-10.D</u>: Determine an author's particular point of view and analyze how rhetoric advances the point of view.</li></ul></li><li>● <b>Text Structure</b><ul style="list-style-type: none"><li>○ <u>CC.1.3.9-10.E</u>: Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.</li></ul></li><li>● <b>Vocabulary</b><ul style="list-style-type: none"><li>○ <u>CC.1.3.9-10.F</u>: Analyze how words and phrases shape meaning and tone in texts.</li></ul></li></ul> <p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"><li>● <b>Sources of Information</b><ul style="list-style-type: none"><li>○ <u>CC.1.3.9-10.G</u>: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</li></ul></li><li>● <b>Text Analysis</b><ul style="list-style-type: none"><li>○ <u>CC.1.3.9-10.H</u>: Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.</li></ul></li></ul> <p><b>Vocabulary Acquisition and Use</b></p> <ul style="list-style-type: none"><li>● <b>Strategies</b><ul style="list-style-type: none"><li>○ <u>CC.1.3.9-10.I</u>: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</li><li>○ <u>CC.1.3.9-10.J</u>: Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.</li></ul></li></ul> <p><b>Range of Reading</b></p> <ul style="list-style-type: none"><li>○ <u>CC.1.3.9-10.K</u>: Read and comprehend literary fiction on grade level, reading independently and proficiently.</li></ul>

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### KEYSTONE ASSESSMENT ANCHORS

#### READING FOR MEANING—FICTION:

- L.F.1.1: Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
- L.F.1.2: Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
- L.F.1.3: Use appropriate strategies to comprehend literature during the reading process.

#### ANALYZING AND INTERPRETING LITERATURE—FICTION

- L.F.2.1: Use appropriate strategies to make and support interpretations of literature.
- L.F.2.2: Use appropriate strategies to compare, analyze, and evaluate literary forms.
- L.F.2.3: Use appropriate strategies to compare, analyze, and evaluate literary elements.
- L.F.2.4: Use appropriate strategies to identify and analyze text organization and structure in literary fiction.
- L.F.2.5: Use appropriate strategies to identify and analyze essential and nonessential information in literary fiction.

### KEYSTONE ELIGIBLE CONTENT OBJECTIVES

#### ● Author's Purpose

- L.F.1.1.1: Identify and/or analyze the author's intended purpose of a text.
- L.F.1.1.2: Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
- L.F.1.1.3: Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.

#### ● Vocabulary

- L.F.1.2.1: Identify and/or apply a synonym or antonym of a word used in a text.
- L.F.1.2.2: Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.
- L.F.1.2.3: Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- L.F.1.2.4: Draw conclusions about connotations of words.

#### ● Comprehension

- L.F.1.3.1: Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.
- L.F.1.3.2: Summarize the key details and events of a nonfictional text, in part or as a whole.

#### ● Interpretation & Analysis

##### ○ Make & Support Interpretations

- L.F.2.1.1: Make inferences and/or draw conclusions based on analysis of a text.
- L.F.2.1.2: Cite evidence from a text to support generalizations.

##### ○ Compare, Analyze, and Evaluate Literary Forms

- L.F.2.2.1: Analyze how literary form relates to and/or influences meaning of a text.
- L.F.2.2.2: Compare and evaluate the characteristics that distinguish fiction from literary fiction.
- L.F.2.2.3: Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
- L.F.2.2.4: Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.

##### ○ Compare, Analyze, and Evaluate Literary Elements

- L.F.2.3.1: Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator, speaker, or subject of a biography.
  - the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional text
  - the relationship between characters and other components of a text
- the development of complex characters and their roles and functions within a text
- L.F.2.3.2: Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:
  - the relationship between setting and other components of a text (character, plot, and other key literary elements)
- L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action.
  - elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
  - the relationship between elements of the plot and other components of a text
  - how the author structures plot to advance the action
- L.F.2.3.4: Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:
  - the relationship between the theme and other components of a text

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- comparing and contrasting how major themes are developed across genres
- the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
- the way in which a work of literature is related to the themes and issues of its historical period
- L.F.2.3.5: Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:
  - the relationship between the tone, style, and/or mood and other components of a text
  - how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
  - how diction, syntax, figurative language, sentence variety, etc., determine the author's style
- L.F.2.3.6: Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:
  - the point of view of the narrator as first person or third person point of view
  - the impact of point of view on the meaning of a text as a whole
- o Identify and Analyze Text Organization and Structure
  - L.F.2.4.1: Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
- o Identify and Analyze Essential and Nonessential Information
  - L.F.2.5.1: Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.
  - L.F.2.5.2: Identify, explain, and analyze the structure of poems and sound devices.
  - L.F.2.5.3: Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.

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COURSE: English Language Arts II	Grade: 10
STRAND: Writing	TIME FRAME: Year-Long

PA COMMON CORE STANDARD
1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ESSENTIAL CONTENT
<ul style="list-style-type: none"><li>▪ <b>Informative/Explanatory</b><ul style="list-style-type: none"><li>○ <b>CC.1.4.9-10.A:</b> Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.<ul style="list-style-type: none"><li>▪ <b>Focus</b><ul style="list-style-type: none"><li>● <b>CC.1.4.9-10.B:</b> Write with a sharp distinct focus identifying topic, task, and audience.</li></ul></li><li>▪ <b>Content</b><ul style="list-style-type: none"><li>● <b>CC.1.4.9-10.C:</b> Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</li></ul></li><li>▪ <b>Organization</b><ul style="list-style-type: none"><li>● <b>CC.1.4.9-10.D:</b> Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.</li></ul></li><li>▪ <b>Style</b><ul style="list-style-type: none"><li>● <b>CC.1.4.9-10.E:</b> Write with an awareness of the stylistic aspects of composition.<ul style="list-style-type: none"><li>○ Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li><li>○ Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li><li>○ Establish and maintain a formal style.</li></ul></li></ul></li><li>▪ <b>Conventions of Language</b><ul style="list-style-type: none"><li>● <b>CC.1.4.9-10.F:</b> Demonstrate a grade appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling.</li></ul></li></ul></li><li>▪ <b>Opinion/Argumentative</b><ul style="list-style-type: none"><li>○ <b>CC.1.4.9-10.G:</b> Write arguments to support claims in an analysis of substantive topics.<ul style="list-style-type: none"><li>▪ <b>Focus</b><ul style="list-style-type: none"><li>● <b>CC.1.4.9-10.H:</b> Write with a sharp distinct focus identifying topic, task, and audience.<ul style="list-style-type: none"><li>○ Introduce the precise claim.</li></ul></li></ul></li><li>▪ <b>Content</b><ul style="list-style-type: none"><li>● <b>CC.1.4.9-10.I:</b> Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</li></ul></li><li>▪ <b>Organization</b><ul style="list-style-type: none"><li>● <b>CC.1.4.9-10.J:</b> Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</li></ul></li><li>▪ <b>Style</b><ul style="list-style-type: none"><li>● <b>CC.1.4.9-10.K:</b> Write with an awareness of the stylistic aspects of composition.<ul style="list-style-type: none"><li>○ Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li><li>○ Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li><li>○ Establish and maintain a formal style.</li></ul></li></ul></li></ul></li></ul></li></ul></li></ul>

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- **Conventions of Language**

- CC.1.4.9-10.L: Demonstrate a grade appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation and spelling.

- **Narrative**

- **CC.1.4.9-10.M: Write narratives to develop real or imagined experiences or events.**

- **Focus**

- CC.1.4.9-10.N: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.

- **Content**

- CC.1.4.9-10.O: Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

- **Organization**

- CC.1.4.9-10.P: Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

- **Style**

- CC.1.4.9-10.Q: Write with an awareness of the stylistic aspects of writing.
  - Use parallel structure.
  - Use various types of phrases and clauses to convey meaning and add variety and interest.

- **Conventions of Language**

- CC.1.4.9-10.R: Demonstrate a grade appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation and spelling.

- **Response to Literature**

- CC.1.4.9-10.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.

- **Production & Distribution of Writing**

- **Writing Process**

- CC.1.4.9-10.T: 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.

- **Technology & Publication**

- CC.1.4.9-10.U: 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.

- **Conducting Research**

- CC.1.4.9-10.V: 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.

- **Credibility, Reliability, and Validity of Sources**

- CC.1.4.9-10.W: 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.

- **Range of Writing**

- CC.1.4.9-10.X: 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 discipline-specific tasks, purposes and audiences.

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### ASSESSMENT ANCHORS

#### ● Exposition

- o C.E.1.1: Write informative pieces that describe, explain, or summarize information or ideas.
- o C.E.2.1: Revise writing to improve style, meaning, word choice, and sentence variety.
- o C.E.3.1: Use conventions of standard written language.

#### ● Persuasion

- o C.P.1.1: Write persuasive pieces that include a clearly stated position made convincing through the use of appropriate methods.
- o C.P.2.1: Revise writing to improve style, meaning, word choice, and sentence variety.
- o C.P.3.1: Use conventions of standard written language.

### KEYSTONE ELIGIBLE CONTENT OBJECTIVES

#### ● Exposition

- o C.E.1.1.1 Write with a sharp controlling point and an awareness of the audience and expository task.
- o C.E.1.1.2 Demonstrate an understanding of the purpose with relevant information, content, and details.
- o C.E.1.1.3 Use appropriate organizational strategies for expository writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis).
- o C.E.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone.
- o C.E.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.
- o C.E.2.1.1 Use a variety of sentence structures.
- o C.E.2.1.2 Use precise language to create clarity, voice, and tone.
- o C.E.2.1.3 Revise to eliminate wordiness and redundancy.
- o C.E.2.1.4 Revise to delete irrelevant details.
- o C.E.2.1.5 Use the correct form of commonly confused words; use logical transitions.
- o C.E.2.1.6 Combine sentences for cohesiveness and unity.
- o C.E.2.1.7 Revise sentences for clarity.
- o C.E.3.1.1: Spell all words correctly.
- o C.E.3.1.2: Use capital letters correctly.
- o C.E.3.1.3: Punctuate correctly (e.g., use commas, semicolons, quotation marks, and apostrophes correctly).
- o C.E.3.1.4: Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax).
- o C.E.3.1.5: Demonstrate correct sentence formation.

#### ● Persuasion

- o C.P.1.1.1: Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience.
- o C.P.1.1.2: Construct a thorough argument with consistent, relevant support through the use of persuasive strategies; address opposing viewpoints.
- o C.P.1.1.3: Organize the argument using effective strategies to develop a strong, well-supported position.
- o C.P.1.1.4: Maintain an effective and consistent tone through precise control of language and a variety of sentence structures.
- o C.P.1.1.5: Write with control of grammar, mechanics, spelling, usage, and sentence formation.
- o C.P.2.1.1 Use a variety of sentence structures.
- o C.P.2.1.2 Use precise language to create clarity, voice, and tone.
- o C.P.2.1.3 Revise to eliminate wordiness and redundancy.
- o C.P.2.1.4 Revise to delete irrelevant details.
- o C.P.2.1.5 Use the correct form of commonly confused words; use logical transitions.
- o C.P.2.1.6 Combine sentences for cohesiveness and unity.
- o C.P.2.1.7 Revise sentences for clarity.
- o C.P.3.1.1 Spell all words correctly.
- o C.P.3.1.2 Use capital letters correctly.
- o C.P.3.1.3 Punctuate correctly (e.g., use commas, semicolons, quotation marks, and apostrophes correctly).
- o C.P.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax).
- o C.P.3.1.5 Demonstrate correct sentence formation.

EVERGREEN COMMUNITY CHARTER SCHOOL

COURSES: English Language Arts II	Grade: 10
STRAND: Speaking & Listening	TIME FRAME: Year Long

<b>PA COMMON CORE STANDARD</b>
<b>1.5 Speaking and Listening</b> Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

<b>ESSENTIAL CONTENT</b>
<b>Comprehension and Collaboration</b> <ul style="list-style-type: none"><li>● <b>Collaborative Discussion</b><ul style="list-style-type: none"><li>o <u>CC.1.5.9-10.A</u> Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li></ul></li><li>● <b>Evaluating Information</b><ul style="list-style-type: none"><li>o <u>CC.1.5.9-10.B</u> Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</li></ul></li><li>● <b>Critical Listening</b><ul style="list-style-type: none"><li>o <u>CC.1.5.9-10.C</u> Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</li></ul></li></ul> <b>Presentation of Knowledge and Ideas</b> <ul style="list-style-type: none"><li>● <b>Purpose, Audience, and Task</b><ul style="list-style-type: none"><li>o <u>CC.1.5.9-10.D</u> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.</li></ul></li><li>● <b>Context</b><ul style="list-style-type: none"><li>o <u>CC.1.5.9-10.E</u> Adapt speech to a variety of contexts and tasks.</li></ul></li><li>● <b>Multimedia</b><ul style="list-style-type: none"><li>o <u>CC.1.5.9-10.F</u> Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</li></ul></li><li>● <b>Conventions of Standard English</b><ul style="list-style-type: none"><li>o <u>CC.1.5.9-10.G</u> Demonstrate command of the conventions of standard English when speaking based on grade 9- 10 level and content.</li></ul></li></ul>

EVERGREEN COMMUNITY CHARTER SCHOOL

CONTENT UNITS	
COURSE: English Language Arts II	Grade: 10

<p><b>UNIT 1: COMPOSITION FOR PERSUASION AND ANALYSIS: RHETORICAL STRATEGIES AND DEVICES (12-13 weeks, 3-4 days each week)</b></p> <p><b>KEY CONCEPTS:</b> Recognizing and emulating rhetorical best practices; the writing process</p> <p><i>This unit focuses on developing skills in recognizing and analyzing an author's use of rhetorical strategies and devices, and practicing the art of rhetoric in their own writing; student work should evaluate developing proficiency in research and following the steps of the writing process.</i></p> <p><b>UNIT OBJECTIVES:</b></p> <ul style="list-style-type: none"><li>● Identify and explain organization and structure (i.e., introduction, historical context, argument, claims and evidence, concessions, conclusion, text features (i.e., headings, charts, pictures, etc.), etc.) in informational text, and nonfiction more broadly.</li><li>● Understand and explain why authors of informational text focus on a particular concept or argument.</li><li>● Evaluate the credibility, perspective, assumptions, and biases of a nonfiction author as revealed (explicitly and implicitly) in their text.</li><li>● Identify the intended audience of an informational text or work of nonfiction.</li><li>● Define the concept of a thesis statement and identify the thesis and supporting claims and evidence in informational text and nonfiction.</li><li>● Identify and explain how authors of nonfiction utilize characterization techniques.</li><li>● Identify and explain the use of rhetorical devices to inform and persuade an audience.</li><li>● Identify and explain the use of figurative language in informational text and nonfiction.</li><li>● Write a coherent essay of rhetorical analysis (ideally 3+ pages) with a clear thesis statement, at least three pieces of evidence from informational/nonfiction texts, and a strong introduction and conclusion, following the writing process (i.e., brainstorming, research, outlining, drafting, revision, publishing a final draft)</li><li>● Define and refine research questions; cite sources accurately, distinguishing between paraphrasing and quoting.</li></ul> <p><b>TERMINOLOGY:</b> As defined in PA CCSS Keystone Literature and Composition Glossaries and in Common Core ELA Curriculum Map Overview.</p> <ul style="list-style-type: none"><li>● Allusion</li><li>● Analysis</li><li>● Argument/Position</li><li>● Author's purpose</li><li>● Bias</li><li>● Biography</li><li>● Character, characterization</li><li>● Claim</li><li>● Compare/Contrast</li><li>● Defense of a claim</li><li>● Diction</li><li>● Differentiate</li><li>● Draw Conclusion</li><li>● Elements of Nonfiction</li><li>● Evaluate</li><li>● Evidence (incl. finding, evaluating, paraphrasing, quoting, citing, drawing connections with other evidence and the thesis)</li><li>● Explain</li><li>● Explicit</li><li>● Fact</li><li>● Figurative language</li><li>● Flashback</li><li>● Headings, graphics, and charts</li><li>● Implicit</li><li>● Inference</li><li>● Informational text</li><li>● Irony (e.g., dramatic, situational, verbal)</li><li>● Key/Supporting details</li><li>● Literary nonfiction</li><li>● Main idea</li><li>● Nonfiction</li><li>● Opinion</li><li>● Point of view</li><li>● Rhetorical triangle (ethos, pathos, logos)</li><li>● Sensory imagery</li><li>● Setting</li></ul>
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## EVERGREEN COMMUNITY CHARTER SCHOOL

- Style
- Syntax
- Thesis
- Tone

### LITERARY TEXTS

Teachers should choose news and periodical articles (e.g., AP, NYT, WSJ, National Geographic, Smithsonian, Nature, *The Atlantic*, etc.), editorials, opinion pieces, TED/TEDX talks, lectures, reviews of media, excerpts of longer nonfiction works, etc. that exemplify rhetorical skill and represent diverse voices and topics; the following is an incomplete list of suitable titles for these purposes. Titles are available through public domain libraries or Common Core State Standards appendix B.

### REQUIRED LITERARY TEXTS

50 Essays, by Cohen

Selected editorials and feature articles from contemporary periodicals

Selections from *Between the World and Me*, by Ta-Nehisi Coates

Selections from *In Cold Blood*, by Truman Capote

Selections from *The Immortal Life of Henrietta Lacks*, by Rebecca Skloot

Selections from *Nickel and Dimed*, by Barbara Ehrenreich

Selections from *Into the Wild*, by Jon Krakauer

Selections from *Outliers*, by Malcolm Gladwell

Selections from *Just Mercy*, by Bryan Stevenson

Selections from *The Glass Castle*, by Jeannette Walls

Selections from *The Devil in the White City*, by Erik Larson

Selections from *1968*, by Mark Kurlansky

Selections from *The Innovators*, by Walter Isaacson

**Informational texts (e.g., history/biography about authors, poets, and their subjects; memoirs, interviews, workshops, and treatises about writing as a craft by selected authors and poets—an incomplete list):**

*The Everyday Writer*, 4e, by Lunsford

*The Norton Guide to Writing*, 5e, Bullock, Goggin, and Weinberg

*I Know What the Red Clay Looks Like*, ed. Carroll

Masterclass with Gaiman, Gorman, Harjo, Collins, Sedaris, Jemisin, Davis, Gay, Rae, West, Gladwell, Blume, Burns, Lewis, Stephenopolous, Woodward

*The Anti-Racist Writing Workshop: How to Decolonize the Creative Classroom*, by Chavez

*How to Read Nonfiction Like a Professor*, by Foster

*The Writing Life*, by Dillard

## EVERGREEN COMMUNITY CHARTER SCHOOL

**Subunit: Genius Hour (12 weeks, 1 day each week; note: this unit will overlap with Units 1 and 2)**

**KEY CONCEPTS: Research, Composition, and Presentation**

*This unit focuses on conducting research, planning and crafting a work product, and presenting both to a variety of audiences.*

**UNIT OBJECTIVES:**

- Ask research questions as an individual based on personal and academic interests, generate related research questions, and narrow or broaden those questions as a result of research.
- Brainstorm sources and choose the best sources dependent on the topic after comparing multiple sources.
- Locate and access information in print and online and use a method to save and organize information for research (source cards, note cards, online bookmarking, etc.).
- Understand the difference between secondary and primary sources and use print and online means to access both when needed.
- Access a variety of online databases and perform keyword and subject searches for research topics and use appropriate strategies to save articles.
- Understand what makes a source of information trustworthy (timeliness, reliability, authority, and purpose) and compare sources to one another for use using multiple sources of information.
- Identify and locate the title, author, date of publication, type of source, and page number of a work to give credit in parenthetical citations and works cited page.
- Study the historical context of said topic/skill.
- Identify key figures and experts in the history/practice of said topic/skill
- Adhere to established MLA rules for citation and quotation of print and electronic sources, including books, articles, websites, images, and media, to prevent plagiarism and/or copyright infringement.
- Adhere to established MLA rules for punctuation, document layout, page formatting and organization.
- Compile an annotated bibliography to support the writing of a research paper on a topic central to your Genius Hour project.
- Write a research paper or essay, ideally 3+ pages (Genius Hour Research Paper).
- Develop a work product that demonstrates your developing knowledge/skill (Genius Hour Project).
- Develop and deliver a presentation for your ELA classmates showcasing your project experience (emphasis: process; Genius Hour Presentation).
- Develop a presentation for a broader audience to teach or display what you have learned or created (emphasis: demonstration/explanation; Genius Hour Expo Presentation).\*
- Develop a review of a 10-12th grade classmate's Genius Hour project and presentation, to be delivered in essay, blog, or vlog format.\*\*
- Practice planning and self-assessment skills throughout the project period (n.b., 10-12 weeks), culminating in a self-reflection entry (essay, blog/vlog post, letter, etc.) in the student portfolio.

\* For some students, the Genius Hour Expo presentation will serve as their Genius Hour Project

\*\* This assignment should not be required of students participating in Genius Hour for the first time, i.e. students who have just transferred enrollment to Evergreen in 10-12th grade.

**LITERARY TEXTS**

Teachers should support students in selecting a variety of texts pertinent to their selected topic.

## EVERGREEN COMMUNITY CHARTER SCHOOL

### UNIT 2: ANALYZING LITERARY ELEMENTS AND DEVICES, VIA SHORT STORIES, POETRY, AND DRAMA (6-7 weeks, 3-4 days each week)

**Key Concepts: Reading, Writing, and speaking about literature, with particular attention to literary analysis**

**This unit focuses on reading and analyzing literature (i.e., considering the author's use of theme, tone, characterization, setting, diction, figurative language, story structure, point of view, etc.).**

#### UNIT OBJECTIVES:

- Analyze and explain characterization techniques for major and minor characters.
- Explain that novels may have more than one plot and explain the use of multiple plots.
- Identify and explain how an author or playwright develops central and supporting themes in their work.
- Identify the MOWAW (i.e., meaning of the work as a whole) of a novel or play, and compose a book review, literary analysis, or AP Literature FRQ essay, in which a clear thesis is skillfully supported with properly cited evidence from the text.
- Recognize the importance of point of view in a novel and why it wouldn't be the same story told from someone else's point of view.
- Define and refine research questions; cite sources accurately, distinguishing between paraphrasing and quoting.
- Explain the structure of the plot(s) and describe the dramatic techniques the playwright uses to advance them.
- Trace the development of major and minor characters and explain how characterization advances the plot or theme.
- Analyze the playwrights' use of literary elements.
- Identify the poetic devices used in *Hamlet* or *Macbeth* and explain their effect.
- Write a coherent essay of literary analysis with a clear thesis statement, at least three pieces of evidence from texts, and a strong introduction and conclusion.

TERMINOLOGY: As defined in PA CCSS Keystone Literature and Composition Glossaries and in Common Core ELA Curriculum Map Overview

- Antagonist
- Aside
- Blank verse
- Characterization
- Characters: major and minor
- Classical allusions
- Comedy
- Conflict
- Dialogue
- Dramatic irony
- Extended metaphor
- Figurative Language
- Foil
- Greek chorus
- Heroic couplet
- Iambic pentameter
- Irony: dramatic, situational, verbal
- MOWAW (Meaning of the Work as A Whole)
- Monologue
- Motif
- Parallel plots
- Protagonist
- Setting
- Soliloquy
- Theme

#### LITERARY TEXTS

State standards are entirely focused on the development of students' reading, writing, listening, and speaking skills to prepare them for college and the workplace. These ends are commonly pursued via courses organized chronologically or thematically around a particular literary canon (e.g., American Literature, British Literature, World Literature, etc.), despite the fact that these literary traditions are entirely absent from the standards. Centering skills development (and relegating familiarity with canon literature and literary traditions to a secondary or tertiary objective) allows teachers to turn from prescribed sequences of American or European or World texts designated arbitrarily to each grade level. Instead, students will benefit from a skills-based curriculum, supported by an annual school-wide rotation of required literary works, peppered with independent and quasi-independent reading and analysis assignments that permit students to choose appropriate titles according to their interest and reading ability (with teacher and parent/guardian permission). As an additional benefit, this allows the teacher to assign the same literary works to multiple grade levels concurrently, fostering a sense of community among readers. What follows, then, is an incomplete list of literary works that teachers and students may choose from in support of this and subsequent units' objectives.

#### REQUIRED\* LITERARY WORKS (i.e., titles most likely to be selected as class/anchor texts)

Hamlet, by Shakespeare

## EVERGREEN COMMUNITY CHARTER SCHOOL

Macbeth, by Shakespeare  
Frankenstein, by Shelley  
The Scarlet Letter, by Hawthorne  
Lord of the Flies, by Golding  
Ethan Frome, by Wharton  
A Streetcar Named Desire, by Williams  
The Crucible, by Miller  
Bartleby, the Scrivener, by Melville  
Pride and Prejudice, by Austen  
Wuthering Heights, by Bronte  
Importance of Being Earnest, by Wilde  
1984, by Orwell  
Great Expectations, by Dickens  
Jane Eyre, by Bronte  
The Great Gatsby, by Fitzgerald  
Rosencrantz and Guildenstern Are Dead, by Stoppard  
Things Fall Apart, by Achebe  
Small Island, by Levy  
The Adventures of Huckleberry Finn, by Twain  
Siddhartha, by Hesse  
O, Pioneers!, by Cather

### **SUPPLEMENTAL LITERARY WORKS (incomplete list of selections ideal for independent/literature circle reading)**

Murder on the Orient Express, by Christie  
The Fall, by Camus  
The Sun Is Also A Star, by Yoon  
The Alchemist, by Coelho  
The Joy Luck Club, by Tan  
Sweat, by Nottage  
Death of a Salesman, by Miller  
The Little Foxes, by Hellman  
Proof, by Auburn  
The Piano Lesson, by Wilson  
Brave New World, by Huxley  
Wide Sargasso Sea, by Rhys  
The Bean Trees, by Kingsolver  
The Old Man and the Sea, by Hemingway  
The Glass Menagerie, by Williams  
Never Let Me Go, by Ishiguro  
Bless Me, Ultima, by Anaya  
A Passage to India, by Forster  
I, Robot by Asimov

\* Students will encounter most of these “required” texts in the course of their 10th, 11th, or 12th grade ELA experience as their teacher selects them for class assignments. These are also excellent titles for students to choose for the purposes of recurring independent and literature circle reading assignments (2-3x a year), and teachers should allow students to work with texts they plan to assign later, at their discretion.

## EVERGREEN COMMUNITY CHARTER SCHOOL

**Subunit: KEYSTONE REVIEW** (5 weeks, 1-2 days each week; note: this sub unit will overlap with Unit 2, and will begin at the conclusion of the Genius Hour subunit)

**KEY CONCEPTS:** mechanics, style, reading comprehension, revision, MLA

*This unit focuses on reviewing key skills and concepts in preparation for the Keystone Exam administered each January. Note: All work for this unit will be considered mandatory but should not inform student grades for any marking period.*

**UNIT OBJECTIVES:**

- Identify and analyze an author's use of figurative language in a passage.
- Identify and analyze an author's use of claims and evidence in support of a thesis statement.
- Demonstrate competence in revising sentences and passages for clarity.
- Demonstrate competence in revising sentences and passages for proper mechanics, usage, and grammar.
- Write single-sitting essays that respond directly and thoughtfully to a prompt or passage and prompt, using evidence to support a clear thesis statement where appropriate.
- Develop a work product that demonstrates your developing knowledge/skill (Genius Hour Project).
- Develop and deliver a presentation for your ELA classmates reviewing a Keystone concept (e.g., metaphor, allusion, hyperbole, point of view, motif, conflict, foreshadowing, author's purpose, etc.).
- Demonstrate competence in MLA 9e (or most current edition).

## EVERGREEN COMMUNITY CHARTER SCHOOL

### UNIT 3: CONNECTING WITH LITERATURE AS A COMMUNITY OF READERS (12-14 weeks, daily)

**KEY CONCEPTS:** Reading, writing, and speaking about works of literature as a community.

*In this unit students focus on learning to appreciate and critique the art and craft of master storytellers individually and in small groups.*

#### UNIT OBJECTIVES:

- Analyze and discuss characterization techniques for major and minor characters.
- Explain that novels may have more than one plot and explain the use of multiple plots.
- Identify and discuss how an author or playwright develops central and supporting themes in their work.
- Identify and discuss the MOWAW (i.e., meaning of the work as a whole) of a novel or play, and compose a book review, literary analysis, presentation, or AP Literature FRQ essay, in which a clear thesis is skillfully supported with properly cited evidence from the text.
- Recognize and discuss the importance of point of view in a novel and why it wouldn't be the same story told from someone else's point of view.
- Discuss the structure of the plot(s) and describe the dramatic techniques the playwright uses to advance them.
- Trace the development of major and minor characters and explain how characterization advances the plot or theme.
- Analyze the playwrights' use of literary elements.
- Write a coherent essay or develop a presentation of literary analysis with a clear thesis statement, at least three pieces of evidence from texts, and a strong introduction and conclusion.

#### TERMINOLOGY: As defined in PA CCSS Keystone Literature and Composition Glossaries and in Common Core ELA Curriculum Map Overview

- Antagonist
- Aside
- Blank verse
- Characterization
- Characters: major and minor
- Classical allusions
- Comedy
- Conflict
- Dialogue
- Dramatic irony
- Extended metaphor
- Figurative Language
- Foil
- Greek chorus
- Heroic couplet
- Iambic pentameter
- Irony: dramatic, situational, verbal
- MOWAW (Meaning of the Work as A Whole)
- Monologue
- Motif
- Parallel plots
- Protagonist
- Setting
- Soliloquy
- Theme

## EVERGREEN COMMUNITY CHARTER SCHOOL

### LITERARY TEXTS

State standards are entirely focused on the development of students' reading, writing, listening, and speaking skills to prepare them for college and the workplace. These ends are commonly pursued via courses organized chronologically or thematically around a particular literary canon (e.g., American Literature, British Literature, World Literature, etc.), despite the fact that these literary traditions are entirely absent from the standards. Centering skills development (and relegating familiarity with canon literature and literary traditions to a secondary or tertiary objective) allows teachers to turn from prescribed sequences of American or European or World texts designated arbitrarily to each grade level. Instead, students will benefit from a skills-based curriculum, supported by an annual school-wide rotation of required literary works, peppered with independent and quasi-independent reading and analysis assignments that permit students to choose appropriate titles according to their interest and reading ability (with teacher and parent/guardian permission). As an additional benefit, this allows the teacher to assign the same literary works to multiple grade levels concurrently, fostering a sense of community among readers. What follows, then, is an incomplete list of literary works that teachers and students may choose from in support of this and subsequent units' objectives.

### REQUIRED\* LITERARY WORKS (i.e., titles most likely to be selected as class/anchor texts)

Lord of the Flies, by Golding  
Ethan Frome, by Wharton  
A Streetcar Named Desire, by Williams  
The Crucible, by Miller  
Bartleby, the Scrivener, by Melville  
Pride and Prejudice, by Austen  
Wuthering Heights, by Bronte  
Importance of Being Earnest, by Wilde  
1984, by Orwell  
Great Expectations, by Dickens  
Jane Eyre, by Bronte  
The Great Gatsby, by Fitzgerald  
Things Fall Apart, by Achebe  
Small Island, by Levy  
The Adventures of Huckleberry Finn, by Twain  
Siddhartha, by Hesse  
O, Pioneers!, by Cather

### SUPPLEMENTAL LITERARY WORKS (incomplete list of selections ideal for independent/literature circle reading)

Murder on the Orient Express, by Christie  
The Fall, by Camus  
The Sun Is Also A Star, by Yoon  
The Alchemist, by Coehlo  
The Joy Luck Club, by Tan  
Sweat, by Nottage  
Death of a Salesman, by Miller  
The Little Foxes, by Hellman  
Proof, by Auburn  
The Piano Lesson, by Wilson  
Brave New World, by Huxley  
Wide Sargasso Sea, by Rhys  
The Bean Trees, by Kingsolver  
The Old Man and the Sea, by Hemingway  
The Glass Menagerie, by Williams  
Never Let Me Go, by Ishiguro  
Bless Me, Ultima, by Anaya  
A Passage to India, by Forster  
I, Robot by Asimov  
Rosencrantz and Guildenstern Are Dead, by Stoppard

\* Students will encounter most of these "required" texts in the course of their 10th, 11th, or 12th grade ELA experience as their teacher selects them for class assignments. These are also excellent titles for students to choose for the purposes of recurring independent and literature circle reading assignments (2-3x a year), and teachers should allow students to work with texts they plan to assign later, at their discretion.

## EVERGREEN COMMUNITY CHARTER SCHOOL

**UNIT 4: RESEARCH AND COMPOSITION FOR THE PURPOSE OF PRESENTING AN IDEA OR ARGUMENT (10 weeks, 1 day each week for the first four weeks, then daily; note: this unit will overlap with unit three for a 2-4 week period in April, during which students will be concluding their Unit 3 independent and literature circle efforts, while beginning to brainstorm and research topics for Unit 4. At the conclusion of unit 3, all instructional and lab time will be bent to the purpose of preparing student presentations/speeches/debates)**

**KEY CONCEPTS: Research and presentation of facts and/or argument**

*This unit challenges students to prepare a solo presentation or participate in a debate about a topic or issue of their choice; student presentations, speeches, and debates will be featured in an end-of-school-year symposium celebrating the sharing of knowledge.*

### **UNIT OBJECTIVES:**

- Ask research questions as an individual based on personal and academic interests, generate related research questions, and narrow or broaden those questions as a result of research.
- Brainstorm sources and choose the best sources dependent on the topic after comparing multiple sources.
- Locate and access information in print and online and use a method to save and organize information for research (source cards, note cards, online bookmarking, etc.).
- Understand the difference between secondary and primary sources and use print and online means to access both when needed.
- Access a variety of online databases and perform keyword and subject searches for research topics and use appropriate strategies to save articles.
- Understand what makes a source of information trustworthy (timeliness, reliability, authority, and purpose) and compare sources to one another for use using multiple sources of information.
- Identify and locate the title, author, date of publication, type of source, and page number of a work to give credit in parenthetical citations and works cited page.
- Identify and analyze the use and misuse of logical premises and conclusions in various media.
- Identify and study the key figures, experts, and texts associated with your topic or issue.
- Study and practice the essential skills of media literacy (e.g., identifying sources and intended audience, evaluating credibility and bias, identifying fallacious statements and arguments, etc.)
- Study and practice the essential skills and concepts of a (public forum/Lincoln Douglas/policy) debate (e.g., research, debate structure (claim, warrant, impact, best practices for refuting a claim or warrant), “flowing”, etc.)
- Define and refine research questions; cite sources accurately, distinguishing between paraphrasing and quoting.
- Adhere to established MLA rules for citation and quotation of print and electronic sources, including books, articles, websites, images, and media, to prevent plagiarism and/or copyright infringement.
- Adhere to established MLA rules for punctuation, document layout, page formatting and organization.
- Write a research paper or essay (Symposium Paper).
- Prepare a solo presentation or debate to be featured in the Student Symposium in May (Symposium Presentation).
- Practice planning and self-assessment skills throughout the project period (e.g., planning and use of lab/homework hour to conduct research and prepare presentations, exit tickets to measure and reflect on productivity and plan for future work sessions, etc.), culminating in a self-reflection entry (essay, blog/vlog post, letter, etc.) in the student portfolio.

### **TERMINOLOGY: As defined in PA CCSS Keystone Literature and Composition Glossaries and in Common Core ELA Curriculum Map Overview**

- Analysis
- Argument/Position
- Author’s purpose
- Bias
- Biography
- Character, characterization
- Claim
- Compare/Contrast
- Conclusion
- Defense of a claim
- Diction
- Differentiate
- Evaluate
- Evidence (incl. finding, evaluating, paraphrasing, quoting, citing, drawing connections with other evidence and the thesis)
- Explain
- Explicit
- Fact
- Fallacy (ad hominem, tu quoque, strawman, bandwagon, post hoc ergo propter hoc, etc.)
- Figurative language
- Headings, graphics, and charts
- Impact

## EVERGREEN COMMUNITY CHARTER SCHOOL

- Implicit
- Inference
- Informational text
- Key/Supporting details
- Lincoln Douglas debate
- Literary nonfiction
- Main idea
- Nonfiction
- Opinion
- Point of view
- Policy debate
- Premise(s)
- Public Forum debate
- Rhetorical triangle (ethos, pathos, logos)
- Sensory imagery
- Setting
- Style
- Syntax
- Thesis
- Tone
- Warrant

### LITERARY TEXTS

Teachers should support students in selecting a variety of texts pertinent to their selected topic.

# EVERGREEN COMMUNITY CHARTER SCHOOL

## APPLICABLE TO ALL UNITS

<p><b>INSTRUCTIONAL STRATEGIES &amp; TOOLS:</b></p> <ul style="list-style-type: none"><li>● Anticipation guides</li><li>● Baseline information for text</li><li>● Class discussion</li><li>● Close Reading</li></ul> <p>(A close reading is a careful and purposeful reading. Close reading is one of the shifts in the CC that demands students focus on what the author has to say, the author's purpose, the text structure and the meaning of the author's chosen words.)</p> <ul style="list-style-type: none"><li>● Cooperative Learning</li><li>● Differentiated instruction</li><li>● Guided questioning</li><li>● Integrated technology and 21<sup>st</sup> century skills</li><li>● K/W/L's</li><li>● Marginal note questions</li><li>● Mnemonic devices</li><li>● Modeling</li><li>● Online resources</li><li>● Read/Evaluate/Write</li><li>● Read it, write it, link it</li><li>● Rituals as learning tools</li><li>● Think aloud</li><li>● Think/pair/share</li><li>● Thinking Maps</li></ul>
<p><b>TEACHER CREATED MATERIALS:</b></p> <ul style="list-style-type: none"><li>● Double entry journals</li><li>● Graphic organizers</li><li>● Outlining</li><li>● Vocabulary journals</li><li>● Skill and drill worksheets to introduce individual reading skills</li><li>● Charts</li><li>● Diagrams</li><li>● Excerpts</li><li>● Historical fiction</li><li>● Interviews</li><li>● Open ended questions</li><li>● Writing starters</li><li>● Discussion questions</li><li>● Picture starters</li><li>● PowerPoint presentations</li><li>● Quotations</li><li>● Timelines</li></ul>
<p><b>ASSESSMENTS:</b></p> <p><b>Summative</b></p> <ul style="list-style-type: none"><li>● Benchmark assessment</li><li>● Course mid and final exam</li><li>● End of unit product</li><li>● Essay/written responses</li><li>● Individual or group projects and presentations using Slides, Canva, Keynote, or PowerPoint</li><li>● Passage check</li><li>● Portfolio</li><li>● Rubric</li></ul> <p><b>Formative</b></p> <ul style="list-style-type: none"><li>● Collaborative learning</li><li>● Graphic organizers</li><li>● Journals/logs</li><li>● KWL</li></ul>

## EVERGREEN COMMUNITY CHARTER SCHOOL

- Outline
- Surveys, polls and exit slips
- Teacher Observation

### Diagnostic

- CARL – AS ADMINISTERED AND EVALUATED, by READING SPECIALISTS
- CDTs – ALL LEVELS

### REMEDIATION:

- Apprentice text  
(Apprentice text is a short, one- to four- paragraph passage on the students' independent level devoted to bridging the gap between the introduction of the standard- and grade-level application.)
- Colored highlighters for focus
- Explicit modeling followed, by systematic guided practice of each skill
- Focus modality approach (i.e. VAKT – visual auditory kinesthetic and tactile)
- Individual conferences
- One-on-one instruction
- Qualifying students receive Wilson, Just Words, or Elements of Literacy
- Re-teaching challenging concepts to gain mastery
- SAS Portal as directed, by CDTs
- Word analysis mini lessons

### ENRICHMENT:

- In-depth discussion and extended activities
- Individualized enriched vertical assignments and projects
- Extending skills to the next level of complexity

ELL Differentiation: Math & ELA Overlay: <http://pdesas.org/Page/Viewer/ViewPage/15>

ELL Differentiation Tool: <http://ell.eslportalpa.info/differentiation-tool/>

### UTILIZATION OF SPECIALIZED STAFF AS NEEDED:

- Guidance Counselors
- Reading Specialists
- Related Arts Teachers
- Special Education Teachers

### ADDITIONAL RESOURCES:

Project Gutenberg provides free eBooks and e-texts of 40,000 in public domain. <http://www.gutenberg.org>

PMSD utilizes the Purdue Online Writing Lab: Grades 7-12 Instructors and Students section as a resource for all writing related information.

Found here: <http://owl.english.purdue.edu/owl/resource/677/01/>

Newsela.com

**EVERGREEN COMMUNITY CHARTER SCHOOL**

<b>SCOPE AND SEQUENCE FOR SECONDARY ELA RESEARCH</b>	
<b>Grades 9-10</b>	<b>Grades 11-12</b>
Ask research questions as an individual based on personal and academic interests, generate related research questions, and narrow or broaden those questions as a result of research.	Ask research questions as an individual based on personal and academic interests and generate related research questions, and narrow or broaden those questions as a result of research to develop and refine a research plan.
Brainstorm sources and choose the best sources dependent on the topic after comparing multiple sources.	Brainstorm sources and choose the best sources dependent on the topic after comparing multiple sources and revising searches.
Locate and access information in print and online and use a method to save and organize information for research (source cards, note cards, online bookmarking, etc.).	Locate and access information in print and online and use a method to save and organize information for research (source cards, note cards, online bookmarking, etc.) according to an individualized research plan.
Understand the difference between secondary and primary sources and use print and online means to access both when needed.	Understand the difference between secondary and primary sources and use print and online means to access both when needed.
Access a variety of the library's online databases and perform keyword and subject searches for research topics and use features in the database to save articles.	Access a variety of the library's online databases and perform keyword and subject searches for research topics and use features in the database to save articles.
Understand what makes a source of information trustworthy (timeliness, reliability, authority, and purpose) and compare sources to one another for use using multiple sources of information.	Understand what makes a source of information trustworthy (timeliness, reliability, authority, and purpose) and compare sources to one another for use using multiple sources of information and address strengths and weaknesses of sources.
Identify and locate the title, author, date of publication, type of source, and page number of a work to give credit in parenthetical citations and works cited page.	Identify and locate the title, author, date of publication, type of source, and page number of a work to give credit in parenthetical citations, annotated works cited and final works cited page.
Generate original publications, artifacts, projects, and/or presentations as a result of research and share with the school community as appropriate. Formal written research paper should be at least 3 pages in length and include at least 4 cited sources and a works cited page. Presentations should be at least 3 minutes long.	Generate original publications, artifacts, projects, and/or presentations as a result of research and share with the school community and larger communities when appropriate. Formal written research paper should be at least 3 pages in length and include at least 5 cited sources and a works cited page. Formal presentations should be at least 5 minutes long.
Adhere to established MLA rules for citation and quotation of print and electronic sources, including books, articles, websites, images, and media, to prevent plagiarism and/or copyright infringement.	Adhere to established MLA rules for citation and quotation of print and electronic sources, including books, articles, websites, images, and media, to prevent plagiarism and/or copyright infringement.
Adhere to established MLA rules for punctuation, document layout, page formatting and organization.	Adhere to established MLA rules for punctuation, document layout, page formatting and organization.