

Planned Course: Grade 10 English CP		Course Number: E101CP		Department: English	
Unit: Reading Literature Key Ideas and Details, Craft and Structure		Grade Level: 10			
Estimated Time: 30 days		Level/Track: Co-Taught/College-Prep/Honors		Date Approved: 08/22/2016	
PA Core Standards	▶ Core Concepts (in question format) <ul style="list-style-type: none"> • Skills/Knowledge 	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)		Assessments (include types and topics)	

<p>CC.1.3.9–10.A 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. L.F.1.1.2 L.F.1.3.1 L.F.1.3.2 L.F.2.3.4</p> <p>CC.1.3.9–10.B 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. L.F.1.1.1 L.F.2.1.1 L.F.2.1.2</p> <p>CC.1.3.9–10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or</p>	<p>▶ How do strategic readers create meaning from literary text?</p> <p>▶ How does text structure, point of view and tone effect the reader’s ability to determine the author’s purpose?</p>	<p>Suggested Activities/Strategies:</p> <ul style="list-style-type: none"> • Class discussion /Discussion Boards • Discussion boards on Schoology • Talking to the Text to analyze the use of common symbols in literature • Web searches to reinforce historical background of work and author’s life/American era • Reading logs to record plot/character/theme development in the work (<i>R - Provide outline with example of plot, character, theme, etc.</i>) • Small group analysis of particular literary themes • Posters/collages/ 	<p>Assessment Evidence:</p> <ul style="list-style-type: none"> • Unit Quizzes (After E.C. is taught) • Quarterly Assesment (End of Marking period) • Writing Assessment • Quarterly Assessment on fiction eligible content <ul style="list-style-type: none"> • Quizzes on materials presented in class • Reading tests / reading quizzes to apply knowledge • Constructed Responses • Teacher observation • USA Test • Prep activities <ul style="list-style-type: none"> • <i>E - Mini-Lesson / Group Presentation regarding any</i>
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develop the theme. L.F.1.1.3
L.F.2.3.1 L.F.2.3.2 L.F.2.3.3

CC.1.3.9–10.D Determine the point
of view of the text and analyze the
impact the point of view has on the
meaning of the text. L.F.2.3.6

CC.1.3.9-10.E Analyze how an
author’s choices concerning how to
structure a text, order events within
it, and manipulate time create an
event. L.F.2.5.1

CC.1.3.9-10.F Analyze how words
and phrases shape meaning and tone
in texts. L.F.2.3.5

mini- presentations on related
aspects of the work

- Skits (students
pose as characters from text)
- Jigsaw groups to
discuss the importance of tone
within fictional texts and report
back to home groups.
- Socratic Seminar
- Talk to the Text
to identify supporting details
and main ideas
- Scaffold
instruction so students can
practice skills with success
- Use Close
Reading Strategy
- Graphic organizer
to display main idea and
supporting ideas
- *E- Create questions for
a quiz regarding the elements of
point of view, text structure, and
tone. Provide examples of each level*

*element of characters,
setting, and plot*

- *E-
Gomyaccess prompt*

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*of Bloom's Taxonomy questions to
assist*

- *R - Webbing plot
diagram relationships*

- *R- Crossword
puzzle/word search on
novel/character/theme development
in work*