

Planned Course: Grade 10 English CP		Course Number: E101CT/E101CP/E101H		Department: English	
Unit: Reading Informational Text: 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	<p>▶ Core Concepts (in question format)</p> <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.1.2.9–10.A 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. L.N.1.3.1 L.N.1.3.2 L.N.2.3.1 L.N.2.3.2 L.N.2.3.3</p> <p>CC.1.2.9–10.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.N.2.1.1 L.N.2.1.2</p>	<p>▶ How do strategic readers create meaning from informational 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"> • Talking to the text to analyze author’s use of strategies to achieve the purpose • Web searches to reinforce historical background of work and author’s life/American era • NewYorkTimes.com • New York Times Upfront magazine • Close Reading • Read articles on the author’s style/background of work/historical time period • Small group analysis of particular literary themes • NewsELA.com • Posters/collages/mini-presentations on related aspects of the work 	<p>Assessment Evidence:</p> <ul style="list-style-type: none"> • Quizzes on materials presented in class (definitions/content/comprehension) • Unit Quizzes (After E.C. is taught) • Quarterly Assessment (end of marking period) on eligible content • Keystone-focused writing on a theme related to the text • Constructed Responses • Student’s reading logs • Mini-presentations of the work’s theme, character motivation/plot summary • Teacher observation <ul style="list-style-type: none"> • USATestPrep or Schoology activities • Quizzes on presented material
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R=Remediation Strategy

E=Enrichment Strategy

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<p>CC.1.2.9–10.C 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. L.N.1.1.3 L.N.1.3.3 L.N.2.3.4 L.N.2.3.5 L.N.2.4.1 L.N.2.4.3</p> <p>CC.1.2.9–10.D Determine an author’s particular point of view and analyze how rhetoric advances the point of view. L.N.2.3.6</p> <p>CC.1.2.9-10.E Analyze in detail how an author’s ideas or claims are</p>		<ul style="list-style-type: none"> • Create Character Biographies <ul style="list-style-type: none"> • Use a graphic organizer to distinguish between style, tone, and mood • Use Talking to the Text to identify and analyze various methods an author uses to advance an argument • Posters/collages/ mini-presentations on related aspects of the work • Skits (students pose as characters from the text) • Talking to the Text strategies • Watch clips from presidential debates, read speeches and articles to explore rhetorical devices • Reading logs to record vocabulary, key words 	<ul style="list-style-type: none"> • <i>R - Questions and answers created for quiz using Bloom’s Taxonomy questions created by students</i> • <i>E - Mini-Lesson /Group Presentations</i> • <i>E - Small Group Presentations / Mini-Lessons regarding Authorial Purpose, Strategies, Theme, Tone, and Effectiveness</i> • <i>E - Research topic of choice</i> • <i>E-Gomyaccess prompt</i>
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developed and refined by particular sentences, paragraphs, or larger portions of a text. L.N.1.1.1
L.N.1.1.2

- and phrases, summaries, etc. from the text (*R - Provide outline with an example of plot, character, theme, etc.*)
 - *R - Structured note-taking*
 - *R - Provide outline with an example of plot, character, theme, etc.*
 - *R- Story Pyramid Strategy*
 - *R-3-2-1 strategy: Write 3 things they learned from reading the text, Write 2 things you found interesting and want to learn more about, or they think they may learn more about, write 1 fact or concept they will remember next week.*
 - *R - Webbing plot diagram relationships*
 - *R - K.I.M. Vocabulary Strategy (Beck,*

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		<p><i>McKeown & Kucan, 2002).</i> <i>Instruct students on the following acronym:</i> <i>K represents the key word; students record the word to be learned.</i> <i>I represents important information; students record what they have learned about the key word in "their own words."</i> <i>M represents memory clue or mnemonic (Drawing, picture or symbol) By making a sketch (or other memory clue) students synthesize and interpret the new information and make it their own</i></p>	
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