

Draft: Grade 10: Literary works should allow for consideration of historical and cultural context. Selected works should complement Global Studies content. As a general guideline, each of the CCCM units contains works from various genre:

- CCCM Unit 1 World Literature, Latin and Central America
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Qtr 1: Language for Information	Qtr 2: Language for Literary Response and Analysis	Qtr 3: Language for Literary Response and Analysis	Qtr 4: Research
Genre: Memoir/Autobiography/Essay/Speeches/Video/Photos	Genre: Short Story/Poetry/Fable	Genre: Novel/Drama	Research: Theme may vary
<p>Reading/Language Standards: R2 – Determine a central idea of a text and analyze its development over the course of the text... R4 – Determine the meaning of words and phrases as they are used in a text. R5 – Analyze in detail how an author’s ideas or claims are developed and refined... R6- Determine an author’s point of view or purpose in a text... RL9: Analyze how an author draws on and transforms source material in a specific work</p>	<p>Reading /LanguageStandards: R1 – Cite strong and thorough textual evidence... R2 – Determine a theme or central idea of a text... RL3 – Analyze how complex characters develop... RL4 – Determine the meaning of words and phrases as they are used in the text... RL5: Analyze how an author’s choice concerning how to structure a text... R11 – Interpret, analyze, and evaluate narratives, poetry, etc... RI1</p>	<p>Reading/Language Standards: RL1: Cite strong and thorough textual evidence... RL2: Determine a theme/central idea of a text... RL3: Analyze how complex characters develop... RL4: Determine the meaning of words and phrases as they are used in the text... RL5: RL5: Analyze how an author’s choice concerning how to structure a text... L1</p>	<p>Reading/Language Standards R7- Integrate and evaluate content presented in diverse formats and media... R9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author takes R10 – Read and comprehend complex literary and informational texts independently and proficiently L1 – Demonstrate</p>

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	L1 SL1		command of the conventions of standard English... L2 – Demonstrate command of the conventions... SL2 SL4
<p>Writing Standards: W1 – Write arguments to support claims in an analysis of substantive topics or texts... W2 – Write informative/explanatory texts to examine and convey complex ideas... W4 – Produce clear and coherent writing... W5 – Develop and strengthen writing as needed by planning...</p>	<p>Writing Standards: W2 – Write informative/explanatory texts to examine and convey complex ideas... W4 – Produce clear and coherent writing...</p>	<p>Writing Standards: W1 W2 W4 W5</p>	<p>Writing Standards W5 – Develop and strengthen writing as needed by planning... W7 –Conduct short, as well as more sustained research... W8 –Gather relevant information from multiple authoritative print and digital sources... W9 – Draw evidence from literary/informational text to support analysis</p>

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<p>Correlation to NYSED/ODELL Units 1 Reading Closely 2A Making evidence based claims</p>	<p>Correlation to NYSED/ODELL Units 2B Making evidence based claims about literary technique</p>	<p>Correlation to NYSED/ODELL Units</p>	<p>Correlation to NYSED/ODELL Units 3 Researching to Deepen Understanding</p>
<p>Additional Recommended Units Process Writing(writing process) – *Teachers begin the year with a unit on Process Writing</p>	<p>Additional Recommended Units Unit 2 (CCCM)World Lit: Asia Unit 4 (CCCM) World Lit: Russia</p>	<p>Additional Recommended Units Unit 2 (CCCM)World Lit: Asia Unit 4 (CCCM) World Lit: Russia</p>	
<p>Essential Understandings, Knowledge, Skills: *Read closely for information *Explain what one has come to understand as a reader *Employ reading strategies before, during, and after reading (ie chunking, root word, sounding out, prereading, rereading, margin notes, prior knowledge) Literary Elements *Recognize and understand the use of structure *Identify the author’s claim and discuss how it is developed *Identify textual support for a claim</p>	<p>Essential Understandings, Knowledge, Skills: *Develop a claim/theme *Describe how the author uses literary elements and techniques in order develop ideas *Students make meaning about the text *Identify the differing characteristics that distinguish different</p>	<p>Essential Understandings, Knowledge, Skills: *Recognize a theme *Read, comprehend and critique literary works *Identify and explain the author’s choice of literary elements and techniques and how they are</p>	<p>Essential Understandings, Knowledge, Skills: *Develop inquiry questions – narrow focus *Locate, assess and apply source material *Assess web-based material *Evaluate the perspective/bias of the author *Identify an inquiry path</p>

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	<p>literary forms</p> <ul style="list-style-type: none"> *Analyze a character's development throughout the text 	<p>used to develop ideas</p> <ul style="list-style-type: none"> *Identify organizational pattern and text structure of literary works *Examine a literary selection from several different critical perspectives *Examine common cultural archetypes that pervade literature (ie hero/heroine, outsider/outcast, rebel, villain) *Identify the tone *Identify historical period and its significance *Understand the history of the novel/drama as a literary form 	<ul style="list-style-type: none"> *Develop an inquiry path *Describe the meaning and consequences of plagiarism *Make and synthesize evidence based claims *Synthesize information from multiple sources *Record accurate notes from multiple sources *Read and follow instructions to complete an assigned task
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<p>Essential Understandings, Knowledge, Skills:</p> <ul style="list-style-type: none"> * Use process writing in order to generate well developed and structured writing, following the conventions of standard English *Compose an essay on a given topic, either as their own expert, or using sources 	<p>Essential Understandings, Knowledge, Skills:</p> <ul style="list-style-type: none"> *Determine theme *Discuss the ways in which authors use literary elements and techniques to develop ideas *Use textual evidence to support arguments *Use direct quotations from text for support *Increase general and specialized vocabulary through speaking, reading, and writing 	<p>Essential Understandings, Knowledge, Skills:</p> <ul style="list-style-type: none"> *Identify the theme/point of view *Identify the tone *Identify historical period and its significance *Understand the history of the novel/drama as a literary form *Discuss use of conflict in literary works (i.e., man vs. nature, man vs. fate) 	<p>Essential Understandings, Knowledge, Skills</p> <ul style="list-style-type: none"> *State a thesis that answers the research question *Utilize selected format (is MLA, APA) for citations in text and works cited *Provide well developed, evidence based support in research papers *Use grammatically accurate, clear and concise language when producing written products *Establishes a clear and logical organization
<p>Suggested Activities:</p> <ul style="list-style-type: none"> Theme – School Writing sample surrounding the theme of school Teach Writing Process Develop essay surrounding 2 photographs T-Chart/Web – Graphic Organizer 	<p>Suggested Activities:</p> <ul style="list-style-type: none"> Begin with poetry/short story as a tool for teaching students how to write about literature Visual representation of 	<p>Suggested Activities:</p> <ul style="list-style-type: none"> Characterization of minor and major characters Reader’s Theater 	<p>Suggested Activities:</p> <ul style="list-style-type: none"> Conduct research Respond to text Use online resources Use database resources

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<p>Venn Diagram - Compare/Contrast Essay Revise writing</p>	<p>story/poem Mark up the literature (highlight, circle, etc) – important to model for students Maintain a journal response log Use graphic organizers Class discussion Literary terms Jeopardy</p>	<p>Performance Story Board Graphic Organizer Small group presentations Dramatic audio reading of the selected work Monologue performances Discussion Small group presentations Puppetry with characterization</p>	<p>Research paper Oral Presentation</p>
<p>Suggested Assessment Methods: Essay (Formative, Summative) – ELA Regents Rubric Text centered Discussion Written student responses Student self-assessments (ie, questioning the text)</p>	<p>Suggested Assessment Methods: Teacher observation and anecdotal notes based on class discussion Controlling idea essay Thematic/literary essay Written student responses Literary Terms Test – identify literary terms embedded in a selected</p>	<p>Suggested Assessment Methods: Teacher observation and anecdotal notes based on classroom discussions Student journals Performance with defined criteria Written student</p>	<p>Suggested Assessment Methods: Research Paper PowerPoint Presentation Teacher observation and anecdotal notes Poster, Oral Presentation</p>

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	<p>text</p> <p>Conduct an interview of a character in the text</p> <p>Illustrate plot</p> <p>Find literary elements embedded in the lyrics of a song</p>	<p>responses</p>	
<p>Suggested resources:</p> <p>CCCM text</p> <p>TED talks; TED Talk (Temple Grandin)</p> <p>Videos</p> <p>Photographs</p>	<p>Suggested Resources</p> <p>CCCM text</p>	<p>Suggested Resources</p> <p>CCCM text</p>	<p>Suggested Resources</p> <p>CCCM text</p> <p>Various class driven themes</p>