

Teacher: CORE English 10  
 Course: English Grade 10

Year: 2010-11  
 Month: All Months

A u g u s t	Writing							
	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Narrative Writing	A1. Narrative Writing a. Memoir B1. Writing Process a. Brainstorm/Prewrite C1. Writing Traits a. Ideas d. Sentence Fluency e. Word Choice	A1a. Understand the function, structure and purpose of memoirs/personal narrative. B1a. Brainstorm ideas using the past as a point of reference. C1a. C1d, C1e. Revise writing to strengthen vocabulary and sentence structure.		Memoir Draft 1/1/2011 Memoir Final Draft - Blog About Page 1/1/2011			W.9-10.3b- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. W.9-10.3d- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
	Journalling - personal text connection	A4. Functional Writing	A4d. Produce writing		Journals 1/1/2011			W.9-10.3a- Engage and orient the

	<p>d. Writing About Reading: journaling  B1. Writing Process  C1. Writing Traits  c. Voice  d. Sentence Fluency  e. Word Choice</p>	<p>quickly, in response to a literary prompt.  A4d. Collaborate - partner share, whole group share  B1a. View writing as a way to articulate literary ideas.  C1d. Manipulate words to change sentence structure.  C1c. Create engaging enjoyable writing.  C1e. Use strong active verbs.</p>					<p>reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.  W.9-10.3c- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.  W.9-10.3e- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
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<p>Informational Writing</p>	<p>A2. Informational Writing  f. Short Research  B1. Writing Process  a. Brainstorm/Prewrite  e. Publish  C1. Writing Traits  a. Ideas  c. Voice</p>	<p>A2f. Present details and information in categories or some other logical order.  A2f. Provide details and interesting examples that develop the topic.  B1a. Use organizational structures (for example, compare and contrast, cause and effect, temporal sequence, problem and solution, and description).  B1e. Complete a multi-genre cross-curricular project.  B1e. Publish in district newsletter, character ed.  C1c. Include argument and persuasion where appropriate.  B1e. Complete a multi-genre cross-curricular</p>	<p>Present social studies/ELA multi-genre projects  1/1/2011  Outline  Proposal  1/1/2011</p>		<p>W.9-10.6-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.  W.9-10.7-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</p>
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		project.					under investigation. W.9-10.8- 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.
Informational Writing	A2. Informational Writing d. Formal Research Paper B1. Writing Process a. Brainstorm/Prewrite c. Revise e. Publish C1. Writing Traits a. Ideas b. Organization	A2d. Present details and information in categories or some other logical order. A2d. Provide details and interesting examples that develop the topic. B1a. Use		Outline Proposal 1/1/2011 Final Copy 1/1/2011		A2d. Google docs Easy Bib Noodle Tools Infotrack	W.9-10.5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing

		<p>organizational structures (for example, compare and contrast, cause and effect, temporal sequence, problem and solution, and description).  C1a. Include argument and persuasion where appropriate.  B1e. Complete a multi-genre cross-curricular project.  B1c. Formal MLA formatting skills.  B1c. Develop a strong thesis.  B1c. Peer Revise/Edit</p>				<p>what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)  W.9-10.8- 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.  W.9-10.2a- Introduce a topic; organize</p>
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							<p>complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.9-10.2b- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>W.9-10.2e- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they</p>
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						are writing. W.9-10.2f- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Short Fiction Writing	A3. Poetic Writing a. Poetry B1. Writing Process a. Brainstorm/Prewrite c. Revise C1. Writing Traits a. Ideas c. Voice e. Word Choice	A3a. Imitate a specific poetic style. B1a. Be more specific- brainstorm, word choices and patterns. B1c. Revise for voice, style and precision. C1a. Conference for ideas. C1c. Lessons to enhance voice. C1e. Revise to enhance word choice.		Poetic Writing 1/1/2011		W.9-10.5- 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. (Editing for conventions should demonstrate command of Language standards

							1â€™3 up to and including grades 9â€™10 on page 54.)
Short Fiction Writing	A1. Narrative Writing b. Short Fiction B1. Writing Process C1. Writing Traits a. Ideas c. Voice e. Word Choice	A1b. Identify the elements of fiction, including setting, problem, characters, and problem resolution. A1b. Understand the structure of narrative, including lead or beginning, introduction of characters, setting, problem, series of events, and ending. C1a. Examine the proper spacing, paragraphing and punctuation of fiction writing. C1e. Revise for voice and style. C1e. Compose		Draft 1/1/2011 Final Copy of mini-mystery 1/1/2011			W.9-10.5- 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. (Editing for conventions should demonstrate command of Language standards 1â€™3 up to and including grades 9â€™10 on page 54.) W.9-10.6- Use technology, including the Internet, to produce, publish, and

		dialogue.				update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. W.9-10.3b- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
Functional Writing	A4. Functional Writing c. Test Writing: Regents Part 3 B1. Writing Process c. Revise C1. Writing Traits a. Ideas	A4c. Ability to analyze task at hand. A4c. Ability to write a literary response around a controlling idea. B1c. Understand literary		Outline 1/1/2011 Task 3 Paragraphs 1/1/2011		W.9-10.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

	b. Organization f. Conventions	elements and how to write about them.				(Grade-specific expectations for writing types are defined in standards 1-3 above.)
Regents Task 4	A4. Functional Writing c. Test Writing: Regents Part 4 B1. Writing Process C1. Writing Traits a. Ideas b. Organization f. Conventions	A4c. Ability to analyze, paraphrase and discuss a quotation. C1a. Focus essay around a work of literature, supported by literary elements. C1b. Organize with graphic organizer. C1f. Revise work for errors.		Outline 1/1/2011 Rough Draft 1/1/2011 Final Copy 1/1/2011		W.9-10.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) W.9-10.1c- 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. W.9-10.1d- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
Compare/Contrast Essay	A4. Functional Writing e. Compare/Contrast Essay B1. Writing Process b. Draft C1. Writing Traits a. Ideas b. Organization d. Sentence Fluency	A4e. Ability to recognize genre-specific elements. A4e. Compare and contrast use of these elements. C1b. Organize ideas coherently. C1d. Revise for fluency.		Outline 1/1/2011 Rough Draft 1/1/2011 Final Copy of Mystery Analysis Essay 1/1/2011			W.9-10.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) W.9-10.1a- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization

							that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. W.9-10.1b- Develop claim(s) and counterclaims 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.
Hybrid Writing	A5. Hybrid Writing projects a. Multi-genre SSR B1. Writing Process a. Brainstorm/Prewrite b. Draft C1. Writing Traits a. Ideas c. Voice	A5a. Apply knowledge of the novel to said project. B1a. Connect SSR books to core novels. B1b. Examine literary elements and techniques. C1a. Focus on unique ideas/concepts. C1c. Really see your book.		Present book with visual prompts (elements, etc) 1/1/2011			W.9-10.6- 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.	
S e p t e m b e r	R9: READING STRATEGIES*							
	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
		Connections: Prior Knowledge	Respond in writing to questions designed to activate prior knowledge about the ideas found within a piece of writing.  Respond in writing to questions designed to activate prior knowledge about the period from which a piece of writing was created.					10.R.2.1.a-build background by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it was written
	Literary Perspectives: Social, Historical, Cultural	Respond in writing to questions designed to compare and evaluate social, historical,					10.R.2.2-Read, view, and respond independently to literary works that represent a range of social,	

		and cultural perspectives					historical, and cultural perspectives
	Author's Tone: Importance	Identify the tone of a piece of literature  Analyze and explain why a literary selection's tone is relevant to its meaning					10.R.2.4- Recognize how authors use tone to express their ideas or an attitude toward the subject matter or the audience
	Pre-reading: Question Generation	Generate questions to aid reading comprehension					10.R.3.2- Generate a list of significant questions to assist with analysis of text
							10.R.3.6- Analyze and evaluate fiction, including 10.R.3.6.a- the background in which the text is written
							10.R.3.6- Analyze and evaluate fiction, including 10.R.3.6.b- the effect created by the author's

							tone or mood
							10.R.3.7- Form opinions and make judgments about literary works, by analyzing and evaluating texts from more than one critical perspective, such as cultural and historical
							10.R.3.9- Make judgments about the quality of literary texts and performances by applying personal and academic criteria, such as that found in literary criticism

**R8: LITERARY ANALYSIS\***

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Literary Criticism: Response	Locate, read, and respond to online criticism of					10.R.2.3-Read literary criticism to increase comprehension

		previously-read literature					and appreciation of literary texts, with assistance
	Post-Reading: Reflection	Respond to self-generated questions upon completion of reading					10.R.3.2- Generate a list of significant questions to assist with analysis of text

**WRITING STRATEGIES AND RESPONSE\***

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards

February

**LITERARY ANALYSIS**

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	<i>Of Mice and Men</i>  Content #2	Skill #1 Skill #2					10.L.1.1- Interpret information from media presentations, such as documentary films, news broadcasts, and taped interviews 10.L.1.2- Anticipate the speaker's points and assess their validity, with assistance 10.L.1.3- Determine the need for more

							information for clarification
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**TEST UNIT 2**

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Content 5	Skill 7					
	Content 9	Skill 13					