

10th Grade English Language Arts BLUEPRINT—IF5

Anchor Standards= one set of broad standards applied K-12

Explicit Standards= explicitly addressed skills assessed for mastery during this specific instructional focus

Implicit Standards= underlying skills that students need to have in order to be successful with the explicit standards

“Together anchor and grade level standards define the skills and understanding that all students must demonstrate.”
(*Common Core Strategies Flip Chart*, 2010).

**** The red standard(s) mean the SD Disaggregated template is not complete.**

Suggested Time	Instructional Focus 5 (E10IF5)	CCSS English Language Arts Content	Anchor Standards Specific to this Focus	Content
6 weeks	<p>Students will read world literature (from outside the U.S.) to analyze point of view or cultural experience. Students will read various pieces of world literature to determine theme, central idea in texts, analyze the development of theme, and to provide objective summaries of the text. While reading world literature, students will use context clues, patterns of word changes, and reference materials to verify meaning of unknown words and phrases. After examining the structure of various pieces of world literature, students will analyze two different artistic mediums relating to the literature. Students will write narrative emulations.</p> <p>Possible Focus Title: <u>Cultural Literacy</u></p>	<p>EXPLICIT STANDARDS RL.9-10.2 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. RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s poem</p>	<p>Reading:</p> <p>Key Ideas and Details</p> <p>R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Craft and Structure</p> <p>R.CCR.6 Assess how point of</p>	<p>myOER:</p> <p>It’s All Part of the Story</p> <p>In the Time of the Butterflies – Julia Alvarez</p> <p>A Chicana Tells Her Story “The House on Mango Street”</p> <p>Designing Museum Exhibits for the Grapes of Wrath: A Multigenre Project</p> <p>Lesson examples above address at least one (or more) of the Common</p>



Adapted from Lyon County School District, 2012, <http://www.lyon.k12.nv.us>



		<p>“Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus.) <u>RL.9-10.10</u> By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. <u>W.9-10.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the 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. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <u>W.9-10.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>W.9-10.5</u> 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 1-3 up to and including grades 9-10 on page 54). <u>W.9-10.6</u> Use technology, including the Internet, to produce, publish, and update</p>	<p>view or purpose shapes the content and style of a text.</p> <p><u>Integration of Knowledge and Ideas</u></p> <p>R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><u>Range of Reading and Level of Text Complexity</u></p> <p>R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><u>Writing</u></p> <p><u>Text Types and Purposes</u></p> <p>W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><u>Production and Distribution of Writing</u></p> <p>W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Core State Standards included in this Instructional Focus. To find more lessons for this instructional focus, please use the Advanced Search and type the keyword – E10IF5.</p> <p><u>Teacher Ideas/Links:</u></p>
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