



High School

Single Period Intensive Reading

Grade 10 Curriculum Map & Pacing Guide

The following curriculum map is based on the Language Arts Florida Standards (LAFS), which are listed at the beginning of the map and can be accessed at www.cpalms.org.

The main resource for the support of instruction is Expeditionary Learning produced by [UnboundEd](http://UnboundEd.com).

An overview of the two semesters of instruction is listed in the table below.

Grade Level	Semester 1	Semester 2
10	Module 1: Reading Closely, Writing to Analyze: Authors Develop Complex Characters, Ideas	Module 2: Rhetoric and Word Choice to Develop Ideas and Claims
Required Summative Assessments	Performance Assessment: Essay on how a relationship develops a central idea in one of the texts from the module	Performance Assessment: Students discuss, organize, compose, and revise a multi-paragraph response to a prompt.

The curriculum map represents what is required in any given semester of instruction to ensure that all the standards are taught as a support for learning. Flexibility is given to the grade level PLC and teachers beyond the required texts and to best support students' learning needs. The Final Performance Assessment is "a culminating project designed to help students synthesize and apply their learning from the module in an engaging and authentic way."

During class discussion of what has been read, students should consistently be asked to find evidence from the text. This textual evidence should then be used in the students' writing, research, discussions and presentations.

The study and application of academic vocabulary should take place within the context of what students read and write. There should be a careful and purposeful review of the recommendations given under the 'Differentiation Consideration' section of each lesson plan to determine which strategies will be the most effective for implementation. https://www.wida.us/standards/CAN_DOs/
 The Can Do Descriptors highlight what language learners **can do** at various stages of language development as they engage in teaching and learning in academic contexts.

Grade 10 Language Arts Florida Standards

Yearlong Target Standards are bolded. These standards are highly assessed and represent major instructional shifts as required by the Language Arts Florida Standards. *Italicized* standards are those that require instructional awareness and are woven into the reading and writing process; however, they are not formally assessed.

Strand: READING STANDARDS FOR LITERATURE	
LAFS.910.RL.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RL.1.2	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.
LAFS.910.RL.1.3	
LAFS.910.RL.2.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.RL.2.5	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
LAFS.910.RL.2.6	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.
LAFS.910.RL. 3.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
LAFS.910.RL.4.10	<i>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. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</i>

Strand: READING STANDARDS FOR INFORMATIONAL TEXT	
LAFS.910.RI.1.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.1.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LAFS.910.RI.1.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LAFS.910.RI.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.910.RI.2.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
LAFS.910.RI.2.6	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LAFS.910.RI.3.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LAFS.910.RI.4.10	<i>By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</i>

Strand: WRITING STANDARDS	
LAFS.910.W.1.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LAFS.910.W.1.2a	Introduce a topic; organize 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.
LAFS.910.W.1.2b	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.
LAFS.910.W.1.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LAFS.910.W.1.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LAFS.910.W.1.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LAFS.910.W.1.2f	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).
LAFS.910.W.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.W.2.5	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 1–3 up to and including grades 9–10)
LAFS.910.W.3.7	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 under investigation.
LAFS.910.W.3.8	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.
LAFS.910.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LAFS.910.W.3.9a	<i>Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</i>
LAFS.910.W.3.9b	<i>Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</i>
LAFS.910.W.4.10	<i>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</i>

Strand: SPEAKING AND LISTENING STANDARDS	
LAFS.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LAFS.910.SL.1.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
LAFS.910.SL.1.1b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
LAFS.910.SL.1.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

LAFS.910.SL.1.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.1e	Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.
LAFS.910.SL.2.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.6	<i>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3)</i>

Strand: LANGUAGE STANDARDS

LAFS.910.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LAFS.910.L.1.1a	Use parallel structure.
LAFS.910.L.1.1b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LAFS.910.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
LAFS.910.L.3.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
LAFS.910.L.3.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LAFS.910.L.3.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
LAFS.910.L.3.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.L.3.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

HS Single Period Intensive Reading 10 th Grade	Semester 1	Module 1: Reading Closely and Writing to Analyze: How Do Authors Develop Complex Characters and Ideas?
Required Summative Assessments	Assessment Description	Standards
Unit 1 Mid-Unit Assessment	There is no Unit 1 Mid-Unit Assessment.	
Unit 1 End-of-Unit Assessment Lesson 7	<p>The Unit 1 End-of-Unit Assessment evaluates cumulative student understanding of the relationship between the three poems in this unit. Students draw upon their unit-wide analysis of word choice, structure, and key details in their written response to the following prompt:</p> <p>How does Williams draw upon and transform the themes established by Marlowe and Raleigh?</p>	910.RL.1.2 910.RL.3.9 910.W.1.2.d 910.W.3.9 910.SL.1.1
Unit 2 Mid-Unit Assessment Lesson 7	<p>The Unit 2 Mid-Unit Assessment will evaluate students' ability to demonstrate their understanding of the text as they analyze how the narrator has developed over the course of the text, citing supporting evidence in their response.</p>	910.RL.1.3 910.W.1.2 910.W.3.9
Unit 2 End-of-Unit Assessment Lesson 13	<p>The Unit 2 End-of-Unit Assessment evaluates students' use of the skills and habits they have been building throughout the unit to craft a multi-paragraph response to the prompt:</p> <p>What central idea is developed in "The Palace Thief"?</p>	910.RL.1.1 910.RL.1.2 910.RL.1.3 910.W.1.2 910.L.1.1
Unit 3 Mid-Unit Assessment Lesson 9	<p>The Unit 3 Mid-Unit Assessment evaluates how students collaboratively craft a presentation in response to the following prompt:</p> <p>How does Tan develop a central idea in "Two Kinds"?</p>	910.RL.1.2 910.W.1.2.b 910.W.2.4 910.SL.2.4
Unit 3 End-of-Unit Assessment Lesson 14	<p>The Unit 3 End-of-Unit Assessment evaluates how students demonstrate a cumulative understanding of how the central ideas of Amy Tan's <i>Joy Luck Club</i> and H. G. Bissinger's <i>Friday Night Lights</i> are developed through key details in their formal written response to the End-of-Unit Assessment prompt:</p> <p>Choose either "Rules of the Game" or "Two Kinds" from <i>Joy Luck Club</i>, and compare it to Bissinger's "Dreaming of Heroes" from <i>Friday Night Lights</i>. How do the relationships between children and their parents develop the central ideas of these two texts?</p>	910.RL.1.2 910.RL.1.2 910.W.1.2 910.W.3.9

<p>Module Performance Assessment</p>	<p>Over the course of this module, students have read Ethan Canin’s “The Palace Thief,” two chapters from Amy Tan’s <i>The Joy Luck Club</i>, and a chapter from H. G. Bissinger’s <i>Friday Night Lights</i>. For this assessment, students write a multi-paragraph response to the following prompt:</p> <p>Select a relationship from one of these texts. How does this relationship develop a central idea over the course of your chosen text?</p> <p>In order to address the prompt, students review their notes and annotations about the texts in this module, including statements they have made about their chosen relationship, the characters in it, and central ideas in that text. In their review, students identify interactions and connections and discuss these with a small group of classmates. Next, students gather relevant textual evidence to support a statement about how their chosen relationship develops a central idea. After drafting a multi-paragraph response to the prompt, students engage in the revision process, independently or with a classmate, to edit and revise their response.</p>	<p>910.RL.1.2 910.RL.1.3 910.RI.1.2 910.W.1.2 910.W.3.9 910.W.2.5 910.L.1.1.a-b 910.L.1.2.a-c 910.SL.1.1</p>
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Unit 1: “We cannot go to the country/for the country will bring us/no peace“		
Lessons & Required Texts	Formative Assessment Options	Standards
Lesson 1 “The Passionate Shepherd” (stanzas 1–2) Suggested Pacing: 3 days	Quick Write:	910.RL.1.2 910.RL.2.4 910.RL.2.5 910.L.3.4.a
Lesson 2 “The Passionate Shepherd” (stanzas 3–6) Suggested Pacing: 3 days	Quick Write: Homework Accountability	910.RL.1.1 910.RL.1.2 910.RL.2.4 910.RL.2.5 910.L.3.4.a
Lesson 3 “The Nymph’s Reply” (full text) Suggested Pacing: 3 days	Quick Write Homework Accountability	910.RL.1.1 910.RL.1.2 910.RL.2.4 910.RL.2.5
Lesson 4 “The Passionate Shepherd” and “The Nymph’s Reply” (full texts) Suggested pacing: 3 days	Quick Write Homework Accountability	910.RL.1.1 910.RL.1.2 910.RL.2.4 910.RL.2.5 910.RL.3.9
Lesson 5 “Raleigh Was Right” (full text) Suggested pacing: 3 days	Quick Write Homework Accountability	910.RL.1.2 910.RL.3.9 910.W.1.2d 910.SL.1.1
Lesson 6 “The Passionate Shepherd,” “The Nymph’s Reply,” and “Raleigh Was Right” (full texts) Suggested pacing: 3 days	Evidence Collection Tool Homework Accountability	910.RL.1.1 910.RL.1.2 910.RL.3.9 910.W.1.2b 910.SL.1.1a
Lesson 7 “The Passionate Shepherd,” “The Nymph’s Reply,” and “Raleigh Was Right” (full texts) Suggested pacing: 3 days	End-of-Unit 1 Assessment: Students participate in a collaborative brainstorm in preparation for their independent written response, practicing the speaking and listening skills they acquired in this unit. Students make connections across all three texts in this unit as they craft a multi-paragraph essay in response to the End-of-Unit Assessment prompt: How does Williams draw upon and transform a central idea established by Marlowe and Raleigh?	910.RL.1.2 910.RL.3.9 910.W.1.2.d 910.W.3.9 910.SL.1.1

Unit 2: “For one does not alter history without conviction”

Lessons & Required Texts	Formative Assessment Options	Standards
<p>Lesson 1 “I tell this story not for my own honor” to “and therefore I called him into my office” (pp. 155–160). Suggested Pacing: 3 days</p>	<p>Quick Write</p>	<p>910.RL.1.3 910.RL.1.1 910.W.3.9</p>
<p>Lesson 2 “In those days I lived in small quarters” to “My heart warmed somewhat toward young Sedgewick” (pp. 160–164). Suggested Pacing: 3 days</p>	<p>Quick Write Homework Accountability: Analyzing Details Tool</p>	<p>910.RL.1.3 910.RL.1.1 910.RL.2.4</p>
<p>Lesson 3 “Back at St. Benedict’s, furthermore, I saw that my words” to “and it was at that moment I realized he was cheating” (pp. 164–168). Suggested Pacing: 3 days</p>	<p>Quick Write Homework Accountability</p>	<p>910.RL.1.1 910.RL.1.2 910.RL.1.3 910.RL.2.4</p>
<p>Lesson 4 “I had come to the job straight from my degree at Carleton College” to “I could see the sheets of my ‘Outline’ pressed against the inside of his garment” (pp. 168–171). Suggested Pacing: 3 days</p>	<p>Quick Write Homework Accountability</p>	<p>910.RL.1.1 910.RL.1.2 910.RL.1.3 910.RL.2.4</p>
<p>Lesson 5 “‘Well young man,’ I said, knocking on the door frame” to “and trundled off to sit among his friends” (pp. 171–175). Suggested pacing: 3 days</p>	<p>Quick Write Homework Accountability</p>	<p>910.RL.1.1 910.RL.1.3 910.RL.2.4 910.L.3.5</p>

<p>Lesson 6 “It came as a surprise, then, when I learned in the Richmond Gazette” to “and by the end of that month he had asked me to retire” (pp. 175–182). Suggested pacing: 3 days</p>	<p>Quick Write Homework Accountability</p>	<p>910.RL.1.1 910.RL.1.3 910.RL.2.4 910.L.3.5</p>
<p>Lesson 7 (“The Palace Thief,” pp. 168–182) Suggested pacing: 3 days</p>	<p>Mid-Unit 2 Assessment: Students demonstrate their understanding of the text thus far as they analyze how the narrator has developed over the course of the text, citing supporting evidence in their response.</p>	<p>910.RL.1.3 910.W.1.2 910.W.3.9</p>
<p>Lesson 8 “And so I was preparing to end my days” to “Should I have spoken up to the Senator” (pp. 182–187). Suggested pacing: 3 days</p>	<p>Quick Write</p>	<p>910.RL.1.1 910.RL.1.2 910.RL.1.3</p>
<p>Lesson 9 “In early July, however,” to “the first rounds of questions were called from memory” (pp. 187–191). Suggested pacing: 3 days</p>	<p>Quick Write Homework Accountability</p>	<p>910.RL.1.1 910.RL.1.2 910.RL.1.3</p>
<p>Lesson 10 “The crowd did not fail to notice” to “to congratulate the victor” (pp. 191–195). Suggested pacing: 3 days</p>	<p>Quick Write Homework Accountability</p>	<p>910.RL.1.1 910.RL.1.2 910.RL.1.3 910.SL.2.4</p>
<p>Lesson 11 “How can I describe the scene” to “‘You have not changed either,’ he said” (pp. 195–198). Suggested pacing: 3 days</p>	<p>Quick Write</p>	<p>910.RL.1.1 910.RL.1.2 910.RL.2.4 910.SL.1.1</p>
<p>Lesson 12 “Well had I? As the craft lifted” to “of my boys, was now an old man” (pp. 198–205). Suggested pacing: 3 days</p>	<p>Quick Write Homework Accountability</p>	<p>910.RL.1.1 910.RL.1.3</p>

<p>Lesson 13 (full text of “The Palace Thief”).</p> <p>Suggested pacing: 3 days</p>	<p>End-of-Unit 2 Assessment: Students use the skills and habits they have been building throughout the unit to craft a multi-paragraph response to the End-of-Unit Assessment prompt: What central idea is developed in “The Palace Thief”? Students should consider how the narrator and his interaction with other characters help develop the central idea. Students should cite evidence and incorporate vocabulary words from the text to support their responses.</p>	<p>910.RL.1.1 910.RL.1.2 910.RL.1.3 910.W.1.2 910.L.1.1</p>
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Unit 3: “I won’t let her change me, I promised myself. I won’t be what I’m not.”

Lessons & Required Texts	Formative Assessment Options	Standards
Lesson 1 “Rules of the Game” (pp. 89–101) Suggested Pacing: 3 days	Quick Write	910.RL.1.1 910.RL.1.3 910.RL.2.4 910.L.3.5
Lesson 2 “Rules of the Game”: “My mother imparted” through “dog-eared instruction book” (pp. 89–93) Suggested Pacing: 3 days	Quick Write Homework Accountability	910.RL.1.2 910.RL.1.3 910.RL.2.4 910.SL.1.1e
Lesson 3 “Rules of the Game”: “I watched Vincent” through “my opponent for good measure” (pp. 93–98) Suggested Pacing: 3 days	Quick Write Homework Accountability	910.RL.1.1 910.RL.1.2 910.RL.1.3 910.W.1.2b 910 L.3.5
Lesson 4 “Rules of the Game”: “I no longer played in the alley” through “pondered my next move” (pp. 98–101) Suggested Pacing: 3 days	Quick Write Homework Accountability	910.RL.1.1 910.RL.1.2 910.RL.1.3 910.W.3.9
Lesson 5 “Two Kinds”: “My mother believed” through “At last she was beginning to give up hope” (pp. 132–135) Suggested pacing: 3 days	Quick Write Homework Accountability	910.RL.1.3 910.RL.2.4 910.SL.1.1
Lesson 6 “Two Kinds”: “Three days after watching the Ed Sullivan show” thru “I was determined to put a stop to her foolish pride” (pp. 136–138) Suggested pacing: 3 days	Quick Write Homework Accountability	910.RL.1.2 910.RL.1.3 910.SL.1.1a

<p>Lesson 7 “Two Kinds”: “When my turn came” through “a small brown leaf, thin, brittle, lifeless” (pp. 139–142) Suggested pacing: 3 days</p>	<p>Quick Write Evidence Collection Tool Jigsaw Tool Homework Accountability</p>	<p>910.RL.1.2 910.RL.1.3 910.W.1.2b 910.SL.1.1</p>
<p>Lesson 8 “Two Kinds”: “It was not the only disappointment” through “I realized they were two halves of the same song” (pp. 142–144) Suggested pacing: 3 days</p>	<p>Quick Write Homework Accountability</p>	<p>910.RL.1.2 910.W.1.2b 910.W.2.4b 910.SL.1.1a,c</p>
<p>Lesson 9 “Two Kinds” full chapter (pp. 132–144) Suggested pacing: 3 days</p>	<p>Mid-Unit 3 Assessment: Students prepare and present an analysis of how Amy Tan develops and refines a central idea in the chapter “Two Kinds.” Students work in small groups to collaboratively craft a presentation in response to the following prompt: How does Tan develop a central idea in “Two Kinds”? Students are assessed on the presentation of their findings, as well as an accompanying brief written response on the Presentation Preparation Tool.</p>	<p>910.RL.1.2 910.W.1.2.b 910.W.2.4 910.SL.2.4</p>
<p>Lesson 10 “Dreaming of Heroes”: “When his father gazed” through “truly wonderful to happen to him” (pp. 73–76) Suggested pacing: 3 days</p>	<p>Quick Write Homework Accountability</p>	<p>910.RI.1.2 910.RI.1.3 L.1.1a</p>
<p>Lesson 11 “Dreaming of Heroes”: “He didn’t dwell much” through “see his own reflection” (pp. 77–79) Suggested pacing: 3 days</p>	<p>Reconstructed Details Tool Homework Accountability</p>	<p>910.RI.1.1 910.RI.1.2 910.RI.1.3 910.RI.2.6</p>
<p>Lesson 12 “Dreaming of Heroes”: “there were some kids” through “as long as the season lasted” (pp. 79–84) Suggested pacing: 3 days</p>	<p>Quick Write Homework Accountability</p>	<p>910.RI.1.2 910.RI.1.3 910.L.1.2a</p>

Lesson 13 “Dreaming of Heroes”: “With all those eyes focused on him” through “the answer became obvious” (pp. 84–87) Suggested pacing: 3 days	Quick Write Homework Accountability	910.RI.1.1 910.RI.1.2 910.RI.1.3 910.SL.1.1 L.1.2a
Lesson 14 “Two Kinds” and “Rules of the Game” from <i>The Joy Luck Club</i> (full chapters); “Dreaming of Heroes” from <i>Friday Night Lights</i> (full excerpt). Suggested pacing: 3 days	End-of-Unit 3 Assessment: Students demonstrate a cumulative understanding of Amy Tan’s <i>The Joy Luck Club</i> and H.G. Bissinger’s <i>Friday Night Lights</i> in response to the End-of-Unit Assessment prompt: Choose either “Rules of the Game” or “Two Kinds” from <i>The Joy Luck Club</i>, and compare it to Bissinger’s “Dreaming of Heroes” from <i>Friday Night Lights</i>. How do the relationships between children and their parents develop the central ideas of these two texts?	910.RI.1.2 910.RL.1.2 910.W.1.2 910.W.3.9
Optional - Module Performance Assessment		
Lessons & Required Texts	Formative Assessment Options	Standards
Lesson 1 “The Palace Thief” <i>The Joy Luck Club</i> <i>Friday Night Lights</i>	Post and explain the prompt for the Performance Assessment for student reference. Working in small groups, students review their annotations and previous work with the module texts. Students should collaboratively generate a list of relationships from these texts. After students have generated this list of relationships, post chart paper around the room with one relationship on each piece of paper. Working in groups, have students circulate and generate observations, add evidence and make statements about these relationships and how they develop a central idea in the text. At the end of Lesson 1, using the evidence-based discussion, each student selects a focal relationship for their essay.	910.RL.1.2 910.RL.1.3 910.RI.1.2 910.W.1.2 910.W.3.9 910.W.2.5 910.L.1.1.a-b 910.L.1.2.a-c 910.SL.1.1
Optional Writing Instruction	Depending on the strength of student writing ability, consider devoting a lesson to reviewing writing skills and habits students have been developing across this module. It may be necessary to revisit structural expectations such as how to develop an introduction and a conclusion, as well as grammatical expectations such as the conventions of English grammar, capitalization, punctuation, and spelling (specifically the appropriate use of parallel structure and semicolons).	
Lesson 2 “The Palace Thief” <i>The Joy Luck Club</i> <i>Friday Night Lights</i>	Students determine which relationship they will discuss in their writing, if they did not already do so at the end of Lesson 1, and then participate in small group discussions with students who selected the same relationship. In these discussions, students build on other’s ideas and express their own clearly and persuasively. Students gather relevant evidence to be used in their essays. Consider providing students with an Evidence Collection Tool to facilitate the selection and organization of key details in this activity. If	910.RL.1.2 910.RL.1.3 910.RI.1.2 910.W.1.2 910.W.3.9 910.W.2.5

	<p>students require more of a challenge, encourage them to do this work through their notes and conversations alone.</p> <p>At the end of Lesson 2, students draft a statement about how their chosen relationship develops a central idea in the text and begin to organize the relevant textual evidence to support their statement. They use this evidence to further develop and refine their statements and prepare to respond to the prompt by organizing their evidence.</p>	<p>910.L.1.1.a-b 910.L.1.2.a-c 910.SL.1.1</p>
<p>Lesson 3 "The Palace Thief" <i>The Joy Luck Club</i> <i>Friday Night Lights</i></p>	<p>Students independently write a first draft of their essay using the analysis from the previous lessons.</p>	<p>910.RL.1.2 910.RL.1.3 910.RI.1.2 910.W.1.2 910.W.3.9 910.W.2.5 910.L.1.1.a-b 910.L.1.2.a-c 910.SL.1.1</p>
<p>Lesson 4 "The Palace Thief" <i>The Joy Luck Club</i> <i>Friday Night Lights</i></p>	<p>Depending on student needs and strengths, have students self-review or peer-review using the Text Analysis Rubric. Students use this review to strengthen and refine the response they drafted in the previous lesson. Students edit, revise, and rewrite as necessary, ensuring their analysis is clear, accurate, and effectively supported by relevant and sufficient textual evidence.</p> <p>Consider incorporating collaborative technologies such as Google Drive or Track Changes in the revision and editing process (W.9-10.6).</p>	<p>910.RL.1.2 910.RL.1.3 910.RI.1.2 910.W.1.2 910.W.3.9 910.W.2.5 910.L.1.1.a-b 910.L.1.2.a-c 910.SL.1.1</p>

HS Single Period Intensive Reading 10 th Grade	Semester 2	Module 2: Rhetoric and Word Choice to Develop Ideas and Claims “These are strange times, my dear.”
Required Summative Assessments	Assessment Description	Standards
Unit 1 Mid-Unit Assessment Lesson 10	Students write a multi-paragraph response to the following prompt: Determine a purpose in “Letter from Birmingham Jail” and analyze how King uses rhetoric and specific word choices to advance that purpose.	910.RI.2.4 910.RI.2.6, 910.W.1.2.a-f 910.W.3.9.b
Unit 1 End-of-Unit Assessment Lesson 20	Students write a multi-paragraph response to the following prompt, based on their work in this unit: Analyze how King develops and refines his claims to advance his purpose.	910.RI.2.5 910.RI.2.6, 910.W.1.2.a-f 910.W.3.9.b 910.L.1.1 910.L.1.2
Unit 2 Mid-Unit Assessment Lesson 5	Students write a multi-paragraph response to the following prompt: How does Alvarez develop the claim she makes in paragraph 15?	910.RI.2.5 910.W.1.2.a-f 910.W.3.9.b 910.L.1.1 910.L.1.2
Unit 2 End-of-Unit Assessment Lesson 10	Students will answer the following prompt based on their work in this unit: How does the sentence “No flies fly into a closed mouth” (par. 21) develop and refine one of Alvarez’s ideas in “A Genetics of Justice”?	910.RI.2.5 910.W.2.a-f 910.W.3.9.b 910.L.1.1 910.L.1.2
Unit 3 Mid-Unit Assessment	There is no Unit 3 Mid-Unit Assessment.	
Unit 3 End-of-Unit Assessment Lesson 7	Students write a multi-paragraph essay responding to the following prompt based on their work in this unit: Delineate the argument in each of the unit texts and analyze how the authors develop a common claim.	910.RI.3.8 910.W.2.a-f 910.W.3.9.b 910.L.1.1 910.L.1.2

	<p>Differentiation Consideration: Offer the following extension for students who would benefit from more challenging work:</p> <p>Assess whether the reasoning in each text is valid and the evidence is relevant and sufficient.</p>	
<p>Module Performance Assessment</p>	<p>The focal texts for the first two units of this module are, respectively, Martin Luther King, Jr.’s “Letter from Birmingham Jail” and Julia Alvarez’s “A Genetics of Justice.” The third unit features an international document and two speeches. For this assessment, use the focal texts named for Units 1 and 2 and a third, self-selected text from Unit 3 to write a multi-paragraph response to the following prompt:</p> <p>Identify a purpose common to King’s “Letter from Birmingham Jail,” Alvarez’s “A Genetics of Justice,” and one of the texts from Unit 3. Discuss how each of these texts uses at least one of the following to advance that purpose: structure, rhetoric, or impact of specific word choices.</p>	<p>910.RI.2.4 910.RI.2.5 910.RI.2.6 910.W.1.2.a-f 910.W.3.9.b 910.L.1.1 910.L.1.2</p>

Unit 1: “The cup of endurance runs over“

Lessons & Required Texts	Formative Assessment Options	Standards
Lesson 1 “Letter from Birmingham Jail” (par. 1) Homework Suggested Pacing: 3 Days	Quick Write w/ short response rubric and checklist	910.RL.2.4 910.L.3.4.a
Lesson 2 “Letter from Birmingham Jail” (par. 1-5) Homework Suggested Pacing: 3 Days	Quick Write w/ short response rubric and checklist Homework Accountability Jigsaw Tool	910.RI.1.3 910.RI.2.5 910.SL.1.1.c,e 910.L.3.4.a 910.L.3.5
Lesson 3 “Letter from Birmingham Jail” (par. 6-9) Homework Suggested Pacing: 3 Days	Quick Write w/ short response rubric and checklist Homework Accountability Textual Analysis Tool	910.RI.2.5 910.RI.3.8 910.W.3.9.b 910.SL.1.1.a,c, e
Lesson 4 “Letter from Birmingham Jail” (par. 6-9) Homework Suggested pacing: 3 Days	Quick Write w/ short response rubric and checklist Homework Accountability Rhetorical Impact Tracking Tool	910.RI.2.6 910.L.3.5
Lesson 5 “Letter from Birmingham Jail” (par. 10-11) Homework Suggested pacing: 3 Days	Quick Write w/ short response rubric and checklist Homework Accountability Argument Delineation Tool Central Ideas Tracking Tool	910.RI.2.6 910.RI.3.8 910.L.3.4.a
Lesson 6 “Letter from Birmingham Jail” (par. 1-11) Suggested pacing: 3 Days	Quick Write w/ short response rubric and checklist Homework Accountability Paraphrase Activity Central Ideas Tracking Tool	910.RL.1.2 910.RL.2.4 910.RL.2.6 910.L.3.5
Lesson 7 “Letter from Birmingham Jail” (par. 12-15) Suggested pacing: 3 Days	Quick Write w/short response rubric and checklist Homework Accountability Argument Delineation Tool Rhetorical Impact Tracking Tool	910.RI.3.8 910.L.3.4
Lesson 8 “Letter from Birmingham Jail”	Quick Write/ short response rubric and checklist Homework Accountability	910.RI.2.6 910.L.1.1a

(par. 16–18) Suggested Pacing: 3 Days	Rhetorical Impact Tracking Tool	910.L.3.4
Lesson 9 “Letter from Birmingham Jail” (par. 19–21) Suggested Pacing: 3 Days	Quick Write/ short response rubric and checklist Homework Accountability Argument Delineation Tool	910.RI.2.5 910.RI.3.8 910.L.3.4a
Lesson 10 “Letter from Birmingham Jail” (par. 1–21) Suggested Pacing: 3 Days	Mid-Unit 1 Assessment: Students write a multi-paragraph response to the following prompt: Determine a purpose in “Letter from Birmingham Jail” and analyze how King uses rhetoric and specific word choices to advance that purpose. Student responses are evaluated using the 10.2.1 Mid-Unit Text Analysis Rubric.	910.RI.2.4 910.RI.2.6 910.W.1.2.a-f 910.W.3.9.b
Lesson 11 “Letter from Birmingham Jail” (par. 22–23) Suggested Pacing: 3 Days	Quick Write/short response rubric and checklist Homework Accountability Rhetorical Impact Tracking Tool	910.RI.2.6 910.W.3.9 910.L.1.2a
Lesson 12 “Letter from Birmingham Jail” (par. 24–25) Suggested pacing: 3 Days	Quick Write/short response rubric and checklist Homework Accountability Argument Delineation Tool	910.RI.2.5 910.RI.3.8 910.SL.1.1a
Lesson 13 “Letter from Birmingham Jail” (par. 1–25) Suggested pacing: 3 Days	Quick Write/short response rubric and checklist Homework Accountability “Copies of the Poem, “Freedom”	910.RL.1.2 910.L.3.5 910.RL.2.6
Lesson 14 “Letter from Birmingham Jail” (par. 26–33) Suggested pacing: 3 Days	Quick Write/short response rubric and checklist Homework Accountability Rhetorical Impact Tracking Tool	910.RI.1.3 910.L.3.5
Lesson 15 “Letter from Birmingham Jail” (par. 26–33) Suggested pacing: 3 Days	Quick Write/short response rubric and checklist Homework Accountability Central Ideas Tracking Tool	910.RI.2.5 910.W.3.9b 910.SL.1.1a-e 910.L.3.4a,b
Lesson 16 “Letter from Birmingham Jail” (par. 34) Suggested pacing: 3 Days	Quick Write/short response rubric and checklist Homework Accountability Rhetorical Impact Tracking Tool	910.RI.2.5 910.RI.2.6 910.L.3.4
Lesson 17 “Letter from Birmingham Jail” (par. 35–39)	Quick Write/short response rubric and checklist Homework Accountability Author’s Purpose Homework Tool	910.RI. 2.6 910.W.3.9b 910.SL.1.1

Suggested pacing: 3 Days	Rhetorical Impact Tracking Tool	910.L.3.4a
Lesson 18 “Letter from Birmingham Jail” (par. 35–39) Suggested pacing: 3 Days	Quick Write/short response rubric and checklist Homework Accountability Central Idea Tracking Tool	910.RI.2.5 910.W.3.9b
Lesson 19 “Women” “Letter from Birmingham Jail” uggested pacing: 3 Days	Quick Write/short response rubric and checklist Homework Accountability Central Ideas Tracking Tool	910.RL.1.2 910.W.3.9a 910.SL.1.1a-e 910.L.3.4.a,b 910.L.3.5.a
Lesson 20 “Letter from Birmingham Jail” Suggested pacing: 3 Days	End-of-Unit 1 Assessment: Students write a multi-paragraph response to the following prompt, based on their work in this unit: Analyze how King develops and refines his claims to advance his purpose. Student responses are evaluated using the 10.2.1 End-of-Unit Text Analysis Rubric.	910.RI.2.5 910.RI.2.6 910.W.1.2.a-f 910.W.3.9.b 910.L.1.1 910.L.1.2

Unit 2: “No flies fly into a closed mouth”

Lessons & Required Texts	Formative Assessment Options	Standards
Lesson 1 “A Genetics of Justice” (par. 1–6) Suggested Pacing: 2 days	Quick Write/Short Response Rubric and Checklist Homework Accountability Central Ideas Tracking Tool	910.RI.1.3 910.L.3.4
Lesson 2 “A Genetics of Justice” (par. 7–8) “Remembering To Never Forget” Suggested Pacing: 2 days	Quick Write/Short Response Rubric and Checklist Homework Accountability	910.RI.3.7 910.L.3.4
Lesson 3 “A Genetics of Justice” (par. 9–11) Suggested Pacing: 2 days	Quick Write/Short Response Rubric and Checklist Homework Accountability Central Ideas Tracking Tool	910.RI.1.2 910.RI.1.3 910.L.3.4
Lesson 4 “A Genetics of Justice” (par. 12–15) Suggested Pacing: 2 days	Quick Write/Short Response Rubric and Checklist Homework Accountability Central Ideas Tracking Tool	910.RI.2.5
Lesson 5 “A Genetics of Justice” (par. 1–15) Suggested pacing: 2 days	Mid-Unit 2 Assessment: Students write a multi-paragraph response to the following prompt: How does Alvarez develop the claim she makes in paragraph 15? The Mid-Unit Assessment is evaluated using the 10.2.2 Mid-Unit Text Analysis Rubric.	910.RI.2.5 910.W.1.2.a-f 910.W.3.9.b 910.L.1.1 910.L.1.2
Lesson 6 “A Genetics of Justice” (par. 16–19) Suggested pacing: 2 days	Quick Write/Short Response Rubric and Checklist Homework Accountability Central Ideas Tracking Tool	910.RI.2.5
Lesson 7 “A Genetics of Justice” (par. 20–22) Suggested pacing: 2 days	Quick Write/Short Response Rubric Homework Accountability Paragraphs 20-22 Discussion Tool	910.RI.2.5 910.W.3.9b 910.SL.1.1 a-e
Lesson 8 “A Genetics of Justice” (par. 23–26) Suggested pacing: 2 days	Quick Write/Short Response Rubric and Checklist Homework Accountability Central Ideas Tracking Tool	910.RI.1.2 910.RI.1.3
Lesson 9 “A Genetics of Justice” (par. 27–	Quick Write/Short Response Rubric and Checklist Homework Accountability	910.RI.1.2 910.RI.2.5

31) Suggested pacing: 2 days	Central Ideas Tracking Tool	910.L.3.5a
Lesson 10 "A Genetics of Justice" Suggested pacing: 2 days	End-of-Unit 2 Assessment: Students will answer the following prompt based on their work in this unit: How does the sentence "No flies fly into a closed mouth" (par. 21) develop and refine one of Alvarez's ideas in "A Genetics of Justice"? Student responses will be evaluated using the 10.2.2 End-of-Unit Text Analysis Rubric	910.RI.2.5 910.W.1.2.a-f 910.W.3.9.b 910.L.1.1 910.L.1.2

Unit 3: “...to lift men everywhere to a higher standard of life and to a greater enjoyment of freedom.”

Lessons & Required Texts	Formative Assessment Options	Standards
Lesson 1 <i>The Universal Declaration of Human Rights</i> (Preamble and Articles 1–10) Suggested pacing: 2 days	Quick Write/Short Response Rubric and Checklist Homework Accountability Jigsaw Tool Argument Delineation Tool	910.RI.2.6 910.SL.1.1.a-e 910.L.3.4b
Lesson 2 “On the Adoption of the <i>Universal Declaration of Human Rights</i> ,” (par. 1–2) Suggested pacing: 2 days	Quick Write/Short Response Rubric and Checklist Homework Accountability Argument Delineation Tool	910.RI.3.8 910.SL.1.1.a 910.L.3.4
Lesson 3 “On the Adoption of the <i>Universal Declaration of Human Rights</i> ” (par. 3–9) Suggested pacing: 2 days	Quick Write/Short Response Rubric and Checklist Homework Accountability Roosevelt 4-9 Jigsaw Tool Argument Delineation Tool	910.RI.2.5 910.SL.1.1.a-e
Lesson 4 “On the Adoption of the <i>Universal Declaration of Human Rights</i> ” (par. 10–16) Suggested pacing: 2 days	Quick Write/Short Response Rubric and Checklist Homework Accountability Argument Delineation Tool Rhetorical Impact Tracking Tool	910.RI.2.6 910.L.3.5a
Lesson 5 “Address to the United Nations Youth Assembly” (par. 1–6) Suggested pacing: 2 days	Quick Write/Short Response Rubric and Checklist Homework Accountability Copies of Malala Yousfzai’s “Address to the United Nations Youth Assembly” Rhetorical Impact Tracking Tool Argument Delineation Tool	910.RI.2.6 910.W.3.9 910.L.3.4a
Lesson 6 “Address to the United Nations Youth Assembly” (par. 7–20) Suggested pacing: 2 days	Quick Write/Short Response Rubric and Checklist Homework Accountability Developing Claims Tool	910.RI.2.5 910.W.3.9b 910.L.3.4a 910.L.3.5

<p>Lesson 7 <i>The Universal Declaration of Human Rights</i>; “On the Adoption of the <i>Universal Declaration of Human Rights</i>”; “Address to the United Nations Youth Assembly”</p> <p>Suggested pacing: 2 days</p>	<p>End-of-Unit 3 Assessment: Students write a multi-paragraph essay responding to the following prompt based on their work in this unit:</p> <p>Delineate the argument in each of the unit texts and analyze how the authors develop a common claim.</p> <p>Differentiation Consideration: Offer the following extension for students who would benefit from more challenging work:</p> <p>Assess whether the reasoning in each text is valid and the evidence is relevant and sufficient.</p>	<p>910.RI.3.8 910.W.1.2.a-f 910.W.3.9.b 910.L.1.1 910.L.1.2</p>
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Optional - Module Performance Assessment

Lessons & Required Texts	Formative Assessment Options	Standards
<p>Lesson 1 “Letter from Birmingham Jail” “A Genetics of Justice” one Unit 3 text of their own choosing</p>	<p>Working in small groups, students review their annotations and previous work with the selected module texts. Students first work collaboratively to review and/or complete the Performance Assessment Synthesis Tool for the texts.</p> <p>After students have completed this tool, post chart paper around the room with one text title on each piece of paper. Working in groups (based on the selection of a Unit 3 text), have students circulate and generate observations, add evidence, and make statements about how each text uses structure, rhetoric, and/or word choices to advance a purpose. At the end of Lesson 1, students use the evidence-based discussion to help them select a third text to analyze in their essays. (Based on the gallery walk and class discussion, some students may choose a text other than the one they analyzed in class.)</p>	<p>910.RI.2.4 910.RI.2.5 910.RI.2.6 910.W.1.2.a-f 910.W.3.9.b 910.L.1.1 910.L.1.2</p>
<p>Optional Writing Instruction</p>	<p>Depending on the strength of student writing, consider devoting some class time to reviewing writing skills and habits students have been developing across this module. It may be necessary to revisit structural expectations such as how to develop an introduction and a conclusion, as well as formal language expectations such as the conventions of English grammar, capitalization, punctuation, and spelling (specifically, the appropriate use of parallel structure, semicolons, and colons).</p>	
<p>Lesson 2</p>	<p>Students meet in small groups with other students who have selected the same text to review notes and annotations and briefly discuss the prompt. Students gather relevant evidence to be used in their essays. Students then independently write a first draft of their essay using the analysis from the previous lesson. Remind students to use the module’s vocabulary wherever possible in their essays.</p>	<p>910.RI.2.4 910.RI.2.5 910.RI.2.6 910.W.1.2.a-f 910.W.3.9.b 910.L.1.1 910.L.1.2</p>
<p>Lesson 3</p>	<p>Depending on student needs and strengths, have students self-review or peer-review using the 10.2 Performance Assessment Text Analysis Rubric. Students use this review to strengthen and refine the response they drafted in the previous lesson. Students edit, revise, and rewrite as necessary, ensuring their analysis is clear, accurate, and effectively supported by relevant and sufficient textual evidence.</p>	<p>910.RI.2.4 910.RI.2.5 910.RI.2.6 910.W.1.2.a-f 910.W.3.9.b 910.L.1.1 910.L.1.2</p>