

Fort Bragg High School
Curriculum Alignment: Standards, formative Assessments and Differentiated Reteaching
English 10

1st grading period: 8/20-10/3:

Topics covered:

- read Living up the Street, by Gary Soto
- write a biographical narrative and an expository essay
- vocabulary
- figurative language

Standards Addressed:

- Writing Applications 10.2.1: Write biographical narratives: a. relate a sequence of events and communicate the significance of the events to the audience. b. locate scenes and incidents in specific places. c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the character; use interior monologue to depict the characters' feelings. d. pace the presentation of actions to accommodate changes in time and mood. e. make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.
- Writing Applications 10.2.3: Write expository compositions, including analytical essays and research papers. a.) Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b.) Convey information and ideas from primary and secondary sources accurately and coherently. c.) Make distinctions between the relative value and significance of specific data, facts and ideas. d.) include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs. e.) anticipate and address readers' potential misunderstandings, biases, and expectations. f.) Use technical terms and notations accurately.
- Writing Strategies 1.0: Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.
- Writing Strategies 10.1.1: Organization and Focus: Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- Writing Strategies 10.1.2: Organization and Focus: Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice
- Writing Strategies 10.1.4: Develop the main ideas within the body of the composition through supporting evidence
- Writing Strategies 10.1.9 Evaluation and Revision: Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the contest.
- Written and Oral English Language Conventions 1.0: Students write and speak with a command of standard English conventions
- WC 1.2: Understand sentence construction and proper English usage

- WC 1.3: Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax
- WC 1.4: Manuscript Form: Produce legible work that show accurate spelling and correct use of the conventions of punctuation and capitalization
- WC 1.5: Manuscript Form: Reflect appropriate manuscript requirements, including: 1.) title page presentation 2.) Pagination 3.) spacing and margins 4.) integration of source and support material with appropriate citations
- Literary Response and Analysis 3.0: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analysis of recurrent patterns and themes.
- RL 3.6: Analyze and trace an author's development of time and sequence, including the use of complex literary devices
- RL 3.7: Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism and explain their appeal
- RL 3.11: Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism
- Word Analysis, Fluency, and Systematic vocabulary development 1.0: Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.
- RW 1.1: Identify and use the literal and figurative meanings of words and understand word derivations
- RW 1.2: Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words

2nd grading period: 10/6-11/20

Topics covered:

- Read Lord of the Flies by William Golding
- Write and Expository essay on symbolism
- Vocabulary
- Grammar: nouns, pronouns, verbs

Standards addressed:

- RW 1.0
- RW 1.1
- RW 1.2
- RL 3.0
- RL 3.1
- RL 3.2
- RL 3.3: Analyze interactions between main and subordinate character in a literary text and explain the way those interactions affect the plot
- RL 3.4: Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.
- RL 3.5: Compare works that express a universal theme and provide evidence to support the ideas expressed in each work
- RL 3.6

- RL 3.7
- RL 3.8: Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities, in a text
- RL 3.11
- RL 3.12: Analyze the way in which a work of literature is relate to the themes and issues of its historical period
- WS 1.0
- WS 1.1
- WS 1.2
- WS. 1.4
- WS 1.9
- WC 1.0
- WC 1.1: Identify and correctly used clauses, phrases, and mechanics of punctuation
- WC 1.2
- WC 1.3
- WC 1.4
- WC 1.5
- WA 10.2.2
- WA 10.2.3

3rd Grading period: 12/1-1/23

Topics covered:

- Read Lord of the Flies
- Responding to Literature
- Symbolism
- Commas and Semicolons
- Sentence Construction

Standards Addressed:

- Refer to the 2nd grading period standards

4th Grading period: 1/26-3/13:

Topics covered:

- Persuasive Compositions
- Business Letters
- Informational Materials
- Phrases and Clauses
- Parallel structure
- Vocabulary

- Figurative Language

Standards addressed:

- Refer to the 2nd grading period

Added standards for this grading period:

- WA 10.2.4: Write persuasive compositions
- WA 10.2.5: Write a business letter
- RC 2.0: Reading Comprehension (focus on informational materials)
- RC 2.1: Structural Features of Informational Materials
- RC 2.7: Expository Critique
- RC 2.8: Expository Critique

5th Grading Period 3/16-5/1:

Topics covered:

- Poetry
- Research and Technology
- Bibliographies
- Figurative Language
- Vocabulary
- Still working on persuasive compositions

Standards Addressed:

- Refer to the 2nd grading period

Added Standards for this grading period:

- RC 2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents
- RC 2.6: Demonstrate use of sophisticated learning tools by following technical directions

6th grading period: 5/4-6/12

Topics covered:

- Review and practice for upcoming CST
- Finish poetry project