

**2022-23 BCS English II Reading and Writing Priority and Supporting Standards**

<b><u>UNIT 1: Analyzing Text across Genres</u></b> <b><u>*including Poetry</u></b>	<b>UNIT 2: Literary Analysis</b>	<b>UNIT 3: Rhetoric and Persuasion</b>
<p> <b>RL.10.1</b>  <b>RL.10.4</b>  <ul style="list-style-type: none"> <li>● <b>RL 10.9</b></li> <li>● RL 10.10</li> </ul> <b>RI.10.1</b>  <b>RI.10.4</b>  <ul style="list-style-type: none"> <li>● RI.10.5</li> <li>● RI.10.9</li> </ul> <b>C.10.1</b>  <ul style="list-style-type: none"> <li>● C.10.3</li> <li>● C.10.4</li> <li>● C.10.7</li> <li>● L.10.2</li> <li>● L.10.4</li> </ul> </p> <p align="center"><b>10 weeks; 5 weeks</b></p>	<p> <b>RL.10.2</b>  <ul style="list-style-type: none"> <li>● RL. 10.3</li> </ul> <b>RL.10.4</b>  <ul style="list-style-type: none"> <li>● RL 10.5</li> <li>● RL.10.6</li> <li>● RL 10.7</li> <li>● <b>RL 10.9</b></li> <li>● RL 10.10</li> </ul> <b>C.10.2</b>  <ul style="list-style-type: none"> <li>● C.10.4</li> <li>● L.10.5</li> </ul> </p> <p align="center"><b>16 weeks; 8 week</b></p>	<p> <b>RI 10.2</b>  <b>RI 10.3</b>  <ul style="list-style-type: none"> <li>● RI.10.4</li> </ul> <b>RI 10.5</b>  <ul style="list-style-type: none"> <li>● RI.10.6</li> </ul> <b>RI 10.7</b>  <b>RI 10.8</b>  <ul style="list-style-type: none"> <li>● RI 10.10</li> </ul> <b>C.10.1</b>  <ul style="list-style-type: none"> <li>● C 10.4</li> <li>● C 10.5</li> <li>● C 10.6</li> <li>● L 10.1</li> <li>● L.10.3</li> <li>● L 10.5</li> </ul> </p> <p align="center"><b>10 weeks; 5 weeks</b></p>
<p>* highlighted standards represent revisions from the 2021-22 BCS curriculum</p>		
<p align="center"><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>● Engage in close reading lessons with grade-level informational and literary mentor texts- focus on citing textual evidence in response to standards TDQs</li> <li>● Determine figurative and connotative meaning and analyze the impact on meaning/tone.</li> <li>● Compare/contrast how two or more authors present similar materials and events in literary and informational</li> <li>● Compose arguments based on texts that explore topics relevant to the student and reading focus.</li> <li>● Demonstrate accurate language use focusing on semicolons and colons and correct spelling; use grade appropriate academic and domain specific vocabulary</li> </ul>	<p align="center"><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>● Engage in close reading experiences that focus on citing relevant evidence from a text to support analysis of a theme and characters' interactions and their development as reflected in a literary text.</li> <li>● Determine figurative and connotative meaning and analyze the cumulative impact on meaning/tone</li> <li>● Analyze text structures in informational texts to see how authors develop ideas and/or claims within and among texts.</li> <li>● Compose informational writing based on reading and/or research that explore topics relevant to the student and literary reading focus</li> <li>● Demonstrate accurate language use including figurative language and word nuances.</li> </ul>	<p align="center"><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>● Engage in close reading experiences that focus on citing relevant evidence from a text to support analysis of central ideas and analyze their development</li> <li>● Determine figurative and connotative meaning and analyze the cumulative impact on meaning/tone</li> <li>● Analyze text structures in informational text to see how authors develop ideas and/or claims within and among texts.</li> <li>● Evaluate the specific claims, relevant evidence, and valid reasoning in an argument</li> <li>● Compose arguments based on texts and research that explore topics relevant to the student and reading focus.</li> <li>● Demonstrate accurate language use including parallel structures, phrases, discipline style figurative language and word nuances.</li> </ul>
<p><b>Range of Reading and <u>Text Complexity</u> (Standard 10):</b> Teachers should provide intentional opportunities for students to use reading strategies with text sets composed of relevant, grade-level complex texts worthy of students' time and attention. Intentional scaffolding of support should lead to independent use of reading strategies for comprehension and analysis of grade level text by the end of the year. <a href="#">Unit Planning and Standards Deconstruction tool</a> <a href="#">(Example)</a></p>		