



# WOODFORD COUNTY PUBLIC SCHOOLS



## District Curriculum Map for ELA: Grade 10

9 weeks	Essential Standards
1	RL.9-10.1; RL.9-10.2; RL.9-10.4; C.9-10.7
2	RL.9-10.3; RL.9-10.10; C.9-10.2;
3	RI.9-10.1; RI.9-10.2; RI.9-10.9; C.9-10.5
4	RI.9-10.4 RI.9-10.6; RI.9-10.8; RI.9-10.10 C.9-10.1

### Key for Learning Targets and Success Criteria

**HH = Heavy Hitter** (Grade Level Learning & Assessed)

**S = Secondary** (Grade Level Learning)

**UP = Under Pinning** (Below Grade Level Learning as a possible need)

**\*The "Essential" standards are agreed upon to be assessed and reviewed in PLC's but do not comprise all standards that should be taught. Be sure to refer to supporting standards.**



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### 1st 9-Weeks


<b>Essential Standards:</b>	<b>RL.9-10.1; RL.9-10.2; RL.9-10.4; C.9-10.7</b>	
<b>Supporting Standards:</b>	RL.9-10.7; C.9-10.2	
<b>Standards</b>	<b>HH, S, UP</b>	<b>Learning Targets</b>
RL.9-10.1	<ol style="list-style-type: none"> <li>1. S</li> <li>2. UP</li> <li>3. UP</li> <li>4. HH</li> <li>5. HH</li> <li>6. HH</li> <li>7. HH</li> </ol>	<ol style="list-style-type: none"> <li>1. I can find and point out specific details from a text. (DOK 1)</li> <li>2. I can explain what a text says clearly and accurately using my own words. (DOK 2)</li> <li>3. I can describe how details in a text support the main idea or message. (DOK 2)</li> <li>4. I can make logical inferences based on evidence in the text. (DOK 3)</li> <li>5. I can select and cite strong, relevant evidence to support what the text says directly. (DOK 3)</li> <li>6. I can cite and explain evidence that supports inferences and conclusions about a text. (DOK 3)</li> <li>7. I can compare pieces of evidence to determine which best support an idea or inference. (DOK 3)</li> </ol>
RL.9-10.2	<ol style="list-style-type: none"> <li>1. S</li> <li>2. UP</li> <li>3. UP</li> <li>4. HH</li> <li>5. HH</li> <li>6. HH</li> </ol>	<ol style="list-style-type: none"> <li>1. I can define theme and central idea and explain the difference between them. (DOK 1)</li> <li>2. I can identify the theme or central idea in a text. (DOK 2)</li> <li>3. I can find key details that support the theme or central idea. (DOK 2)</li> <li>4. I can describe how the theme or central idea begins to emerge in the text. (DOK 3)</li> <li>5. I can explain how specific events, details, or characters help shape and refine the theme or central idea. (DOK 3)</li> <li>6. I can analyze how the theme or central idea develops across the whole text. (DOK 3)</li> </ol>
RL.9-10.4	<ol style="list-style-type: none"> <li>1. S</li> <li>2. S</li> <li>3. Up</li> <li>4. Up</li> </ol>	<ol style="list-style-type: none"> <li>1. I can use context clues to figure out the meaning of unfamiliar words and phrases. (DOK 1)</li> <li>2. I can identify examples of figurative language in a text. (DOK 1)</li> <li>3. I can explain the difference between denotation and connotation. (DOK 2)</li> <li>4. I can determine the meaning of figurative or connotative words and phrases in a text. (DOK 2)</li> </ol>



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	<ul style="list-style-type: none"> <li>5. HH</li> <li>6. HH</li> <li>7. HH</li> </ul>	<ul style="list-style-type: none"> <li>5. I can describe how an author's word choices affect the tone of a text. (DOK 3)</li> <li>6. I can analyze how the cumulative effect of specific word choices influences the meaning and tone of the text. (DOK 3)</li> <li>7. I can explain how an author's use of figurative and connotative language contributes to the overall message or feeling of a text. (DOK 3)</li> </ul>
C.9-10.7	<ul style="list-style-type: none"> <li>1. UP</li> <li>2. UP</li> <li>3. S</li> <li>4. HH</li> <li>5. HH</li> <li>6. HH</li> <li>7. HH</li> </ul>	<ul style="list-style-type: none"> <li>1. I can identify the purpose and audience for a writing task. (DOK 2)</li> <li>2. I can plan, draft, and revise a piece of writing over several days. (DOK 2)</li> <li>3. I can write short responses to a prompt or task within a limited time. (DOK 3)</li> <li>4. I can write for different purposes, such as to inform, persuade, or entertain. (DOK 3)</li> <li>5. I can adjust my tone and style depending on the task, purpose, and audience. (DOK 3)</li> <li>6. I can manage my time and writing process to meet deadlines for both short and extended writing assignments. (DOK 4)</li> <li>7. I can independently compose polished pieces for a variety of tasks and audiences, using appropriate structure, style, and tone. (DOK 4)</li> </ul>
 <p><b>Portrait of a Learner connection</b></p>	<p><a href="#">Link</a> to POL 1st 9-weeks</p>	

**2nd 9-Weeks**



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<b>Essential Standards:</b>	<b>RL.9-10.3; RL.9-10.10 ; C.9-10.2;</b>	
<b>Supporting Standards:</b>	<b>RL. 9-10.6;</b> RL.9-10.5; C.9-10.3	
<b>Standards</b>	<b>HH, S, UP</b>	<b>Learning Targets</b>
RL.9-10.3	<ol style="list-style-type: none"> <li>1. S</li> <li>2. UP</li> <li>3. HH</li> <li>4. HH</li> <li>5. HH</li> <li>6. HH</li> </ol>	<ol style="list-style-type: none"> <li>1. I can describe a character’s traits, motivations, and relationships with others. (DOK 1)</li> <li>2. I can identify key events in the story that affect a character’s development. (DOK 2)</li> <li>3. I can explain how a character changes throughout the text and what causes those changes. (DOK 3)</li> <li>4. I can analyze how interactions between characters influence events in the story.(DOK 3)</li> <li>5. I can explain how a character’s actions help develop the theme or move the plot forward. (DOK 3)</li> <li>6. I can support my analysis of a character with specific, relevant evidence from the text. (DOK 3)</li> </ol>
RL.9-10.10	<ol style="list-style-type: none"> <li>1. S</li> <li>2. UP</li> <li>3. UP</li> <li>4. HH</li> <li>5. HH</li> <li>6. HH</li> <li>7. HH</li> <li>8. HH</li> </ol>	<ol style="list-style-type: none"> <li>1. I can define and describe key comprehension strategies like questioning, visualizing, and summarizing. (DOK 1)</li> <li>2. I can use strategies like visualizing and predicting to make meaning while I read. (DOK 2)</li> <li>3. I can monitor my understanding while reading and adjust strategies when something doesn’t make sense. (DOK 2)</li> <li>4. I can infer meaning from text using evidence and prior knowledge. (DOK 3)</li> <li>5. I can summarize key ideas and details to show my understanding of a literary text. (DOK 2)</li> <li>6. I can synthesize information from different parts of a text to form new understanding. (DOK 4)</li> <li>7. I can determine which comprehension strategies to use based on the complexity of the text and my reading purpose. (DOK 4)</li> <li>8. I can independently apply multiple comprehension strategies to analyze and understand complex literary texts. (DOK 4)</li> </ol>
C.9-10.2	<ol style="list-style-type: none"> <li>1. S</li> <li>2. UP</li> </ol>	<ol style="list-style-type: none"> <li>1. I can explain the purpose of informative/explanatory writing and identify its key parts. (DOK 1)</li> <li>2. I can organize complex ideas and information logically in my writing. (DOK 2)</li> </ol>



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	<ul style="list-style-type: none"> <li>3. UP</li> <li>4. HH</li> <li>5. HH</li> <li>6. HH</li> <li>7. HH</li> <li>8. HH</li> <li>9. HH</li> <li>10. HH</li> </ul>	<ul style="list-style-type: none"> <li>3. I can introduce a topic clearly and connect ideas using formatting or multimedia when helpful. (DOK 2)</li> <li>4. I can develop a topic using relevant facts, definitions, and examples appropriate to my audience. (DOK 3)</li> <li>5. I can use clear transitions to connect ideas and create cohesion in my writing. (DOK 4)</li> <li>6. I can use precise and domain-specific vocabulary to explain complex topics. (DOK 3)</li> <li>7. I can write with a formal style and objective tone suited to the task. (DOK 3)</li> <li>8. I can write a conclusion that supports and reflects the information I've presented. (DOK 3)</li> <li>9. I can improve my writing through planning, revising, editing, and rewriting based on feedback and purpose. (DOK 4)</li> <li>10. I can independently compose an informative or explanatory piece that is well-structured, accurate, and engaging for a specific audience. (DOK 4)</li> </ul>
 <p><b>Portrait of a Learner connection</b></p>	<p><a href="#">Link</a> to POL competencies for 2nd 9-weeks</p>	



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## District Curriculum Map for ELA: Grade 10

### 3rd 9-Weeks

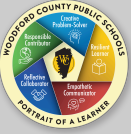
<b>Essential Standards:</b>	<b>RI.9-10.1; RI.9-10.2; RI.9-10.9; C.9-10.5</b>	
<b>Supporting Standards:</b>	RI.9-10.3; RI.9-10.7; C.9-10.6	
<b>Standards</b>	<b>HH, S, UP</b>	<b>Learning Targets</b>
RI.9-10.1	<ol style="list-style-type: none"> <li>1. S</li> <li>2. UP</li> <li>3. HH</li> <li>4. HH</li> <li>5. HH</li> <li>6. HH</li> </ol>	<ol style="list-style-type: none"> <li>1. I can locate and describe what the text says directly (explicit meaning). (DOK 1)</li> <li>2. I can identify important details that help explain what the text means. (DOK 2)</li> <li>3. I can make inferences using clues from the text and my own thinking. (DOK 3)</li> <li>4. I can find and cite textual evidence that supports what the text says explicitly. (DOK 2)</li> <li>5. I can find and cite textual evidence that supports an inference I've made. (DOK 3)</li> <li>6. I can explain how my evidence supports my thinking or interpretation. (DOK 3)</li> </ol>
RI.9-10.2	<ol style="list-style-type: none"> <li>1. S</li> <li>2. UP</li> <li>3. UP</li> <li>4. HH</li> <li>5. HH</li> <li>6. HH</li> </ol>	<ol style="list-style-type: none"> <li>1. I can define what a central idea is in an informational text. (DOK 1)</li> <li>2. I can identify the central idea(s) of a text. (DOK 2)</li> <li>3. I can find details that support or relate to the central idea. (DOK 2)</li> <li>4. I can explain how the central idea emerges in the text. (DOK 3)</li> <li>5. I can analyze how specific details help shape or refine the central idea. (DOK 3)</li> <li>6. I can track how the central idea develops from beginning to end of a text. (DOK 3)</li> </ol>
RI.9-10.9	<ol style="list-style-type: none"> <li>1. UP</li> <li>2. UP</li> <li>3. HH</li> <li>4. HH</li> <li>5. HH</li> <li>6. HH</li> </ol>	<ol style="list-style-type: none"> <li>1. I can describe the purpose and historical context of a significant document. (DOK 2)</li> <li>2. I can identify the central theme or concept in a historical or literary document. (DOK 2)</li> <li>3. I can explain how a document communicates its theme or concept. (DOK 3)</li> <li>4. I can analyze how historical or literary documents address similar or related themes. (DOK 3)</li> <li>5. I can compare how authors in different time periods use rhetorical strategies to develop similar concepts. (DOK 3)</li> </ol>



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		6. I can evaluate how the structure and language of a document enhance its message. (DOK 3)
C.9-10.5	<ol style="list-style-type: none"> <li>1. UP</li> <li>2. UP</li> <li>3. HH</li> <li>4. HH</li> <li>5. HH</li> <li>6. HH</li> <li>7. HH</li> </ol>	<ol style="list-style-type: none"> <li>1. I can locate credible sources that relate to my research question. (DOK 2)</li> <li>2. I can organize and take notes from multiple sources. (DOK 2)</li> <li>3. I can generate relevant research questions about a topic. (DOK 3)</li> <li>4. I can narrow or broaden my research question based on what I find. (DOK 4)</li> <li>5. I can evaluate sources for relevance, bias, and credibility. (DOK 3)</li> <li>6. I can synthesize information from different sources to develop my own understanding. (DOK 4)</li> <li>7. I can write or present my findings clearly using evidence from multiple sources. (DOK 4)</li> </ol>
 <p><b>Portrait of a Learner connection</b></p>	<a href="#">Link</a> to POL competencies for 3rd nine weeks	
<p><b>Suggested Authentic Assessment:</b></p>	<ol style="list-style-type: none"> <li>1. Holocaust topic infographic</li> </ol>	

### 4th 9-Weeks

<b>Essential Standards:</b>	RI.9-10.4; RI.9-10.6; RI.9-10.8; RI.9-10.10; C.9-10.1
Supporting Standards:	



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## District Curriculum Map for ELA: Grade 10

Standards	HH, S, UP	Learning Targets
RI.9-10.4	1. S 2. UP 3. UP 4. UP 5. HH 6. HH 7. HH 8. HH	1. I can define literal, figurative, connotative, and technical word meanings. (DOK 1) 2. I can identify the meaning of words and phrases based on how they're used in a text. (DOK 2) 3. I can explain the difference between denotation and connotation. (DOK 2) 4. I can determine the tone of a passage by analyzing key words and phrases. (DOK 2) 5. I can identify the impact of an author's word choice on the tone of a text. (DOK 3) 6. I can explain how figurative and connotative language adds meaning to a text. (DOK 3) 7. I can analyze how an author's specific word choices affect the overall meaning and tone of a text. (DOK 3) 8. I can evaluate the cumulative impact of language choices across a section of text. (DOK 3)
RI.9-10.6	1. S 2. UP 3. UP 4. UP 5. HH 6. HH 7. HH 8. HH	1. I can define point of view, perspective, and purpose in nonfiction texts. (DOK 1) 2. I can identify statements that reveal an author's point of view or purpose. (DOK 2) 3. I can explain the difference between an author's perspective and purpose. (DOK 2) 4. I can identify rhetorical devices such as ethos, pathos, and logos. (DOK 2) 5. I can determine the author's point of view or purpose using evidence from the text. (DOK 3) 6. I can describe how an author's use of rhetoric supports their point of view or purpose. (DOK 3) 7. I can analyze how the author's use of rhetorical devices influences the audience and advances their purpose. (DOK 4) 8. I can evaluate the effectiveness of an author's rhetorical strategies in achieving their intended purpose. (DOK 4)
RI.9-10.8	1. S 2. UP 3. HH 4. HH 5. HH 6. HH 7. HH	1. I can define and identify parts of an argument (claim, evidence, reasoning). (DOK 1) 2. I can recognize whether a claim is supported by reasons and evidence. (DOK 2) 3. I can determine if the evidence provided is relevant and sufficient. (DOK 3) 4. I can evaluate the validity of reasoning in an argument. (DOK 4) 5. I can identify common logical fallacies (e.g., hasty generalization, slippery slope). (DOK 3) 6. I can explain why a piece of evidence does or does not support a claim. (DOK 3) 7. I can assess whether a text contains false or misleading statements. (DOK 4)



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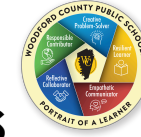


## District Curriculum Map for ELA: Grade 10

	8. HH	8. I can critically evaluate an argument for sound reasoning, relevant and sufficient evidence, and lack of fallacies. (DOK 4)
RI.9-10.10	1. S 2. UP 3. UP 4. UP 5. HH 6. HH 7. HH 8. HH 9. HH	1. I can define and explain comprehension strategies like questioning, summarizing, visualizing, and inferencing. (DOK 1) 2. I can identify when and why to use a specific comprehension strategy while reading informational text. (DOK 2) 3. I can monitor my understanding and adjust my strategy when a text becomes confusing. (DOK 2) 4. I can ask and answer questions before, during, and after reading to deepen understanding. (DOK 2) 5. I can use visualizing, inferencing, and prior knowledge to make sense of complex sections of text. (DOK 3) 6. I can determine the most important ideas in a text and explain how details support them. (DOK 3) 7. I can summarize informational text by identifying key ideas and ignoring irrelevant information. (DOK 2) 8. I can synthesize information from multiple sections or sources to understand a topic more fully. (DOK 4) 9. I can use multiple comprehension strategies flexibly and independently to understand complex informational texts. (DOK 4)
C.9-10.1	1. S 2. S 3. UP 4. UP 5. UP 6. UP 7. HH 8. HH 9. HH 10. HH 11. HH 12. HH	1. I can define and identify claims, counterclaims, and supporting evidence in a text. (DOK 1) 2. I can explain the purpose of argumentative writing and how it differs from other forms. (DOK 2) 3. I can brainstorm and generate a precise, arguable claim. (DOK 2) 4. I can use transitions and cohesive devices to connect ideas and clarify relationships between claims, reasons, and evidence. (DOK 2) 5. I can use formal and task-appropriate style and tone throughout my argument. (DOK 2) 6. I can write a clear introduction that sets up my argument and a conclusion that supports it. (DOK 2) 7. I can distinguish my claim from opposing or alternate claims. (DOK 3) 8. I can organize my writing so that it logically presents claims, counterclaims, and supporting evidence. (DOK 3) 9. I can support my claim with valid reasoning and relevant, sufficient evidence. (DOK 4) 10. I can address opposing views by fairly developing counterclaims and evidence. (DOK 4) 11. I can revise my argument to strengthen organization, clarity, and alignment with my audience and purpose. (DOK 4) 12. I can evaluate the effectiveness of my writing and improve it through editing, rewriting, or trying a new



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		approach. (DOK 4)
	<a href="#">Link</a> to POL competencies for 4th nine weeks	
<b>Suggested Authentic Assessment:</b>	1. News broadcast: Report on an alleged crime that the student creates	