

ELA Alternate 2 Essential Elements- High School Curriculum Map



1st Quarter

| I Can Statements | Standards/Essential Elements | Instructional Activities | Text Examples |
|--|--|--|---|
| I can use citations to show what the text is about. I can use citations to make inferences about the text. | EE.RL.10.1- Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text. | Given citations, the student will match the citation to the correct story. Use the citations to make inferences (students may need options of inferences to pick from). | All Creatures Great and Small The Miracle Worker Graphic Novels Chronicles of Narnia A Wrinkle in Time Books about Holidays in other countries Current Marvel or “Old School” Superheroes DLM Corresponding Books: Dad Loved the Farm Getting Ready for College Farm Life, City Life James Helps the Cow Puppies |
| I can recall what happened in a story. | EE.RL.10.2- Recount events related to the theme or central idea, including details about the character and setting. | Put pictures in order related to the details in the story. | |
| I can identify when a character changes in a story. | EE.RL.10.3- Determine how characters change or develop over the course of a text. | Select feeling words from a given list to show how a character changed. | |
| I can determine the meaning of words. | EE.RL.10.4-Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech. | Define vocabulary words and phrases on a graphic organizer. Sort words/phrases into idioms, analogies, or figures of speech. | |
| I can learn about cultures. | EE.RL.10.6- Determine a point of view or cultural experience in a work of literature from outside the United States and compare it with own point of view or experience. | Holidays Around the World activities Use pictures to compare an experience from a different culture to an experience the student had (may need to involve families for pictures from the student’s life). | |
| I can compare two different artistic mediums. | EE.RL.10.7- Compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration). | Given descriptive words, the student will compare two different artistic mediums using a graphic organizer. | |
| I can identify references to other texts. | EE.RL.10.9- Identify when an author draws upon or references a different text. | Use a highlighter to mark in the text when an author references a different text. | |
| I can read stories, dramas, and/or poems. | EE.RL.10.10- Demonstrate understanding of a text while actively engaged in reading or listening to stories, dramas, or poems. | Use a core board and questioning during reading. | |

| I Can Statements | Standards/Essential Elements | Instructional Activities |
|---|---|---|
| I can use a graphic organizer to write about a familiar topic including sequential order and details. | EE.W.10.3- Write about events or personal experiences. a. Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events. b. Organize the events in the narrative using temporal words to signal order as appropriate. c. Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters. d. Provide a closing. | Use a graphic organizer (ex. Hamburger method). Provide student visuals to help choose their topic. |
| I can answer a question using a complete sentence. | EE.W.10.4- Produce writing that is appropriate for the task, purpose, and audience. | Students can respond to premade journal entries on various topics. Given a writing prompt the student will use a model of writing a complete sentence to answer the prompt. |
| I can outline and re-read my writing to make changes. | EE.W.10.5- Develop writing by planning and revising own writing. | Provide different outline templates for students to use. Practice making changes to writing as a group (on chart paper or Smartboard). Have students listen to their writing read aloud and make changes if needed. Provide examples of what changes could look like (punctuation, transition word choices, etc.) |
| I can refer to the text to support details in my writing. | EE.W.10.9- Use information from literary and informational text to support writing. a. Apply Essential Element Reading Standards to literature (e.g., "Identify when an author has drawn upon or included references to another text."). | Use information gathered during reading to support details in their writing. Provide students with short details from the text or visual supports for students to support their writing. |
| I can write daily about a variety of topics. | EE.W.10.10- Write routinely over time for a range of tasks, purposes, and audiences. | Provide structured writing time daily for students to work on writing topics they are interested in (ex. Journal activities). |

2nd Quarter

| I Can Statements | Standards/Essential Elements | Instructional Activities |
|--|--|--|
| I can use citations to show what the text is about. I can use citations to make inferences about the text. | EE.RI.10.1- Determine which citations demonstrate what the text says explicitly as well as inferentially. | Given citations, the student will match the citation to the correct story. Use the citations to make inferences (students may need options of inferences to pick from). |
| I can find the central idea of a text and find details that support it. | EE.RI.10.2- Determine the central idea of the text and select details to support it. | Given pre-made central ideas the student will match the central idea to the text. Given pre-made details the student will sort the details to the correct central idea. The student can point to a central idea or point to a detail. |
| I can make connections with the individuals, ideas, or events in the text. | EE.RI.10.3- Determine logical connections between individuals, ideas, or events in a text. | Given events from the text, students can make a connection to an individual or idea in the text using visual supports or assistive technology devices. This could be done by giving students individuals or ideas from the text and they make a connection to an event, idea, or individual. |
| I can determine the meaning of words. | EE.RI.10.4- Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech. | Define vocabulary words and phrases on a graphic organizer. Sort words/phrases into idioms, analogies, or figures of speech. |
| I can compare how two different mediums (poem vs illustration) of a subject are the same or different. | EE.RI.10.7- Analyze two accounts of a subject told in different mediums to determine how they are the same and different. | Use a graphic organizer to find similarities and differences between two accounts of the subject. Students may need visual supports or their assistive technology devices. |
| I can recognize themes and concepts between two similar texts. | EE.RI.10.9- Make connections between texts with related themes and concepts. | Use a graphic organizer to make connections between books with similar themes. May need to provide pre-made connections to sort. |
| I can listen to a question about the story and answer the question. | EE.RI.10.10- Demonstrate understanding while actively engaged in reading or listening to literary nonfiction. | With the use of visual supports the student will answer who and what questions. |

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| I Can Statements | Standards/Essential Elements | Instructional Activities |
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| I can choose a topic and write one or more sentences about the topic. | EE.W.10.1- Write claims about topics or texts. a. Introduce a topic or text and write one claim and one counterclaim about it. | Model writing a claim and showing how to support the claim with more than one reason from the text. Provide students with a template to use. |
| I can write an essay that includes a topic, vocabulary to support the topic, simple sentences, and a closing statement. | EE.W.10.2- Write to share information supported by details. a. Introduce a topic clearly and use a clear organization to write about it including visual, factual, or multimedia information as appropriate. b. Develop the topic with facts or details. c. Use complete, simple sentences as appropriate. d. Use domain specific vocabulary when writing claims related to a topic of study or text. e. Providing a closing or concluding statement. | Provide a template for the introduction, transition words for the supporting details, and a conclusion. Provide a word bank with domain-specific vocabulary to include in their writing. |
| I can use resources to help write an essay. | EE.W.10.7- Conduct research projects to answer questions posed by self and others using multiple sources of information. | Provide a planning sheet (with a completed example in the room) and give students a revising checklist to use when writing their essay. |
| I can use a variety of sources to help support my essay. | EE.W.10.8- Write answers to research questions by selecting relevant information from multiple resources. | Use graphic organizers to gather information. Research as a class to write a research project- Cereal box report; Book; poster, etc. |
| I can write to a variety of writing prompts. | EE.W.10.9- Use information from literary and informational text to support writing. b. Apply Essential Element Reading Standards to informational texts (e.g., “Use sound reasons for supporting the claims and argument.”). | Provide structured writing time daily for students to work on writing topics they are interested in. |

ELA Alternate 2 Essential Elements- High School Curriculum Map



3rd Quarter

| I Can Statements | Standards/Essential Elements | Instructional Activities | Text Examples |
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| I can compare two different artistic mediums. | EE.RL.10.7- Compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration). | Given descriptive words, the student will compare two different artistic mediums that the teacher provides. | |
| I can identify references to other texts. | EE.RL.10.9- Identify when an author draws upon or references a different text. | Use a highlighter to mark in the text when an author references a different text. | |
| I can read stories, dramas, and/or poems. | EE.RL.10.10- Demonstrate understanding of a text while actively engaged in reading or listening to stories, dramas, or poems. | Use a core board and questioning during reading. | |

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| I can answer a question using a complete sentence. | EE.W.10.4- Produce writing that is appropriate for the task, purpose, and audience. | Students can respond to premade journal entries on various topics. Given a writing prompt the student will use a model of writing a complete sentence to answer the prompt. |
| I can outline and re-read my writing to make changes. | EE.W.10.5- Develop writing by planning and revising own writing. | Provide different outline templates for students to use. Practice making changes to writing as a group (on chart paper or Smartboard). Have students listen to their writing read aloud and make changes if needed. Provide examples of what changes could look like (punctuation, transition word choices, etc.) |
| I can refer to the text to support details in my writing. | EE.W.10.9- Use information from literary and informational text to support writing. a. Apply Essential Element Reading Standards to literature (e.g., "Identify when an author has drawn upon or included references to another text."). | Use information gathered during reading to support details in their writing. Provide students with short details from the text or visual supports for students to support their writing. |
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4th Quarter

| I Can Statements | Standards/Essential Elements | Instructional Activities |
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| I can use citations to show what the text is about. I can use citations to make inferences about the text. | EE.RI.10.1- Determine which citations demonstrate what the text says explicitly as well as inferentially. | Given citations, the student will match the citation to the correct story. Use the citations to make inferences (students may need options of inferences to pick from). |
| I can find the central idea of a text and find details that support it. | EE.RI.10.2- Determine the central idea of the text and select details to support it. | Given pre-made central ideas the student will match the central idea to the text. Given pre-made details the student will sort the details to the correct central idea. The student can point to a central idea or point to a detail. |
| I can make connections with the individuals, ideas, or events in the text. | EE.RI.10.3- Determine logical connections between individuals, ideas, or events in a text. | Given events from the text, students can make a connection to an individual or idea in the text using visual supports or assistive technology devices. This could be done by giving students individuals or ideas from the text and they make a connection to an event, idea, or individual. |
| I can determine the meaning of words. | EE.RI.10.4- Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech. | Define vocabulary words and phrases on a graphic organizer. Sort words/phrases into idioms, analogies, or figures of speech. |
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| I can recognize themes and concepts between two similar texts. | EE.RI.10.9- Make connections between texts with related themes and concepts. | Use a graphic organizer to make connections between books with similar themes. May need to provide pre-made connections to sort. |
| I can listen to a question about the story and answer the question. | EE.RI.10.10- Demonstrate understanding while actively engaged in reading or listening to literary nonfiction. | With the use of visual supports the student will answer who and what questions. |

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4th Quarter

| I Can Statements | Standards/Essential Elements | Instructional Activities |
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| I can choose a topic and write one or more sentences about the topic. | EE.W.10.1- Write claims about topics or texts. a. Introduce a topic or text and write one claim and one counterclaim about it. | Model writing a claim and showing how to support the claim with more than one reason from the text. Provide students with a template to use. |
| I can write an essay that includes a topic, vocabulary to support the topic, simple sentences, and a closing statement. | EE.W.10.2- Write to share information supported by details. a. Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate. b. Develop the topic with facts or details. c. Use complete, simple sentences as appropriate. d. Use domain specific vocabulary when writing claims related to a topic of study or text. e. Providing a closing or concluding statement. | Provide a template for the introduction, transition words for the supporting details, and a conclusion. Provide a word bank with domain-specific vocabulary to include in their writing. |
| I can use resources to help write an essay. | EE.W.10.7- Conduct research projects to answer questions posed by self and others using multiple sources of information. | Provide a planning sheet (with a completed example in the room) and give students a revising checklist to use when writing their essay. |
| I can use a variety of sources to help support my essay. | EE.W.10.8- Write answers to research questions by selecting relevant information from multiple resources. | Use graphic organizers to gather information. Research as a class to write a research project- Cereal box report; Book; poster, etc. |
| I can write to a variety of writing prompts. | EE.W.10.9- Use information from literary and informational text to support writing. b. Apply Essential Element Reading Standards to informational texts (e.g., “Use sound reasons for supporting the claims and argument.”). | Provide structured writing time daily for students to work on writing topics they are interested in. |

Embedded Throughout the year:

Speaking and Listening Essential Elements:

EE.SL.10.1-Engage in collaborative discussions.

c. Relate the topic of discussion to broader themes or ideas.

d. Indicate agreement or disagreement with others during discussions.

EE.SL.10.2-Determine the credibility of information presented in diverse media or formats.

EE.SL.10.3-Determine the speaker's point of view on a topic.

EE.SL.10.4- Present an argument on a topic with logically organized claims, reasons, and evidence.

Vocabulary and Language Essential Elements:

EE.L.10.1- Demonstrate standard English grammar and usage when communicating.

a. Use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information.

EE.L.10.2- Demonstrate an understanding of conventions of standard English.

a. Use a comma and conjunction to combine two simple sentences.

b. Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.

EE.L.10.3- Use language to achieve desired outcomes when communicating.

a. Vary syntax when writing and communicating.

EE.L.10.4- Demonstrate knowledge of word meanings.

a. Use context to determine the meaning of unknown word.

b. Identify and use root words and the words that result when affixes are added or removed.

c. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.

EE.L.10.5- Demonstrate understanding of word relationships and use.

a. Interpret common figures of speech.

b. Determine the intended meaning of multiple meaning words.

EE.L.10.6- Use general academic and domain-specific words and phrases across contexts.