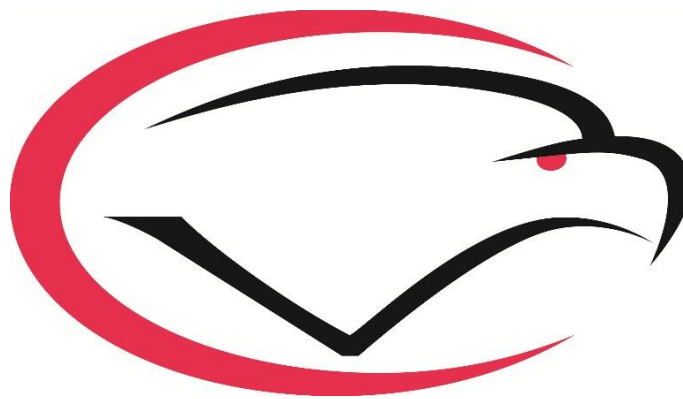


Secondary Curriculum Maps



Cumberland Valley School
District

Soaring to Greatness, Committed to
Excellence

High School Reading

CVSD Secondary Curriculum Map ~ PA Academic with Eligible Content

CV Priority Standard/PA Academic Standard			
CC.1.2.9–10.E Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.			
Taught in Unit(s)			
Unit 2: Adolescent Issues (MP 2~22 class sessions)			
Explanation/Example of Standard			
Authors write with a purpose. It is the role of the reader to analyze the author’s ideas and claims. This is done through examination of the actual text (sentence structure, arrangement of ideas, paragraph—diction)			
Common Misconceptions			
Readers should only read texts they agree with/relate to. A “paragraph” does not necessarily have to be multiple sentences.			
Big Idea(s)		Essential Question(s)	
<ul style="list-style-type: none">Effective readers are aware of the purposeful structuring of the text to convey the author’s ideas/claims.		How does the author develop a text in order to convey their ideas or claims? How does the reader use the structure to effectively read and understand the author’s purpose for writing the text?	
Assessments			
See unit map for specific unit common assessments			
Assessment Anchor		Eligible Content	
L.N.1.1	Use appropriate strategies to analyze an author’s purpose and how it is achieved in literature.	L.N.1.1.1	Identify and/or analyze the author’s intended purpose of a text.
Click here to enter text.	Click here to enter text.	L.N.1.1.2	Explain, describe, and/or analyze examples of a text that support the author’s intended purpose.
Click here to enter text.	Click here to enter text.	L.N.1.1.3	Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.
Click here to enter text.	Click here to enter text.	L.N.1.1.4	Explain how an author’s use of key words or phrases in text informs and influences the reader
Concepts (what students need to know)		Skills (what students must be able to do)	
<ul style="list-style-type: none">Authors write with a purpose in mind.Structure of a text and the symbiotic relationship the structure has with the text.Difference between an idea and a claim made in a text.		<ul style="list-style-type: none">Identify and articulate the author’s purpose by citing evidence from the text.Identify and understand the structure of the text and its impact on the overall meaning.Recognize the author’s use of an idea and its contribution to the claim.Observe the development of the author’s claim as the text unfolds.	

CVSD Secondary Curriculum Map ~ PA Academic with Eligible Content

CV Priority Standard/PA Academic Standard			
CC.1.2.9–10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.			
Taught in Unit(s)			
Unit 3: Me, Myself, Ourselves (MP 3~ 22 class sessions)			
Explanation/Example of Standard			
Students move beyond identification of arguments and claims. After identification, students evaluate those arguments and claims in light of their validity and how relevant they are to the author’s purpose for writing the text.			
Common Misconceptions			
All arguments and claims are accurate in terms of an author’s particular purpose.			
Personal agreement with an author’s stated evidence still does not meet validity standards.			
Big Idea(s)		Essential Question(s)	
An effective reader evaluates the validity of an author’s claims and evidence given in a particular text—rather than accept at face value.		How does a reader evaluate the arguments and specific claims made in a text?	
		How would a reader investigate the validity of an author’s support for claims made?	
		How does a reader separate their personal thoughts on a particular text in order to objectively assess its accuracy?	
Assessments			
See unit map for specific unit common assessments			
Assessment Anchor		Eligible Content	
L.N.2.5	Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.	L.N.2.5.1	Differentiate between fact and opinion

Click here to enter text.	Click here to enter text.	L.N.2.5.2	Explain, interpret, describe, and/or analyze the use of facts and opinions in a text
Click here to enter text.	Click here to enter text.	L.N.2.5.3	Distinguish essential from nonessential information.
Click here to enter text.	Click here to enter text.	L.N.2.5.4	Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.
Click here to enter text.	Click here to enter text.	L.N.2.5.5	Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.
		L.N.2.5.6	Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.
Concepts (what students need to know)		Skills (what students must be able to do)	
<ul style="list-style-type: none"> • Relevance of facts given as evidence in text • Validity of author's reasoning in supporting a claim. 		<ul style="list-style-type: none"> • Determine the relevance of the evidence provided by the author for the text's intended purpose. • Determine the validity of the author's reasoning and its support of the claim. • Acknowledge personal agreement/disagreement with claims made in a text and how that impacts a reader's bias. 	

CVSD Secondary Curriculum Map ~ PA Academic with Eligible Content

CV Priority Standard/PA Academic Standard
CC.1.2.9–10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
Taught in Unit(s)
Unit 1: Identity (MP 1~22 class sessions) & Unit 4: New Directions (MP 4~22 class sessions)
Explanation/Example of Standard

Equipping students with the ability to form some sort of working-meaning from unknown words in a text. They do this with context clues, knowledge of multiple-meaning words and root word knowledge.

Common Misconceptions

Unknown words don't matter.

Unknown words mean that I can't handle this text.

Focusing on "the unknown word" rather than looking for textual support.

Big Idea(s)	Essential Question(s)
You don't need to know every word in a piece of text to effectively understand the key ideas.	What does an effective reader do when he/she encounters an unknown/unfamiliar word?
There are a range of strategies to use in determining the meanings of words in context of a text.	How do learners develop and refine their vocabulary?
An expanded vocabulary enhances one's ability to express ideas and information.	Why learn new words? What strategies and resources do learners use to figure out unknown vocabulary?

Assessments

See unit map for specific unit common assessments

Assessment Anchor		Eligible Content	
L.N.1.2	Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	L.N.1.2.1	Identify and/or apply a synonym or antonym of a word used in a text.
Click here to enter text.	Click here to enter text.	L.N.1.2.2	Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.
Click here to enter text.	Click here to enter text.	L.N.1.2.3	Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
Click here to enter text.	Click here to enter text.	L.N.1.2.4	Draw conclusions about connotations of words.

text.			
Concepts (what students need to know)		Skills (what students must be able to do)	
<ul style="list-style-type: none"> • Vocabulary strategies/tools • How to use context clues—which parts of this text are likely to help me? • Root word meanings • Multiple-meaning words • Synonyms, Antonyms • Connotations of words 		<ul style="list-style-type: none"> • Choose flexibly from a range of strategies and tools appropriate to the text and unknown word. • Identify context clues and evaluate which one(s) are applicable to the unknown word. • Increase familiarity with multiple-meaning words and the variety of their meanings. • Identify common roots within unknown words. • Apply the common root knowledge to the unknown word to identify meaning. • Understand the difference between synonyms and antonyms and how they can be helpful in determining unknown words. • Understand that words have connotations and the connotations of the context clues assist with determining the meaning of an unknown word. 	

CVSD Secondary Curriculum Map ~ PA Academic with Eligible Content

CV Priority Standard/PA Academic Standard
CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently
Taught in Unit(s)
Unit 1: Identity (MP 1~22 class sessions); Unit 2: Adolescent Issues (MP 2~22 class sessions); Unit 3: Me, Myself, Ourselves (MP 3~22 class sessions) & Unit 4: New Directions (MP 4~22 class sessions)
Explanation/Example of Standard
With literary nonfiction and informational texts, students are able to independently interact with the text and gain the central message to the degree that the reader can respond to the text (via discussion or written response).
Common Misconceptions
Grade Level is not equivalent to a student's Instructional Level

“Independently” doesn’t mean that a text can’t be scaffolded by instructional supports

“Proficiently” in the Literacy classroom “look like “ individual GROWTH

“Literary Nonfiction” is not limited to biography, autobiography—expanded to encompass....manuals, written communication, directions, etc.

Big Idea(s)	Essential Question(s)
Effective readers read at a level where actual comprehension takes place, to a degree, where they can use the understanding gained to accurately portray the ideas contained in the text—discussion, writing, creating a representation, etc.	What are literary nonfiction and informational texts? What types of reading strategies are helpful when encountering these types of text? How does one employ appropriate reading strategies to become an independent reader with nonfiction and informational texts? What does it mean to read literary nonfiction and informational text proficiently? How does interaction with text provoke thinking and response?

Assessments

See unit map for specific unit common assessments

Assessment Anchor		Eligible Content	
L.N.1.3	Use appropriate strategies to comprehend literature during the reading process.	L.N.1.3.1	Identify and/or explain stated or implied main ideas and relevant supporting details from a text.
Click here to enter text.	Click here to enter text.	L.N.1.3.2	Summarize the key details and events of a nonfictional text, in part or as a whole.
Click here to enter text.	Click here to enter text.	L.N.1.3.3	Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.
L.N.2.2	Use appropriate strategies to compare, analyze, and evaluate literary forms.	L.N.2.2.1	Analyze how literary form relates to and/or influences meaning of a text.

Click here to enter text.	Click here to enter text.	L.N.2.2.2	Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.
		L.N.2.2.3	Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
Concepts (what students need to know)		Skills (what students must be able to do)	
<ul style="list-style-type: none"> • Characteristics of Literary Nonfiction and Informational text types • Appropriate strategies that are helpful with Literary Nonfiction and Informational texts • Appropriate text interactions with reading demands • Proficiency as individual growth • Central message of a text • Grade level vs. Instructional level 		<ul style="list-style-type: none"> • Develop a larger range of independent reading materials with an understanding of text types. • Apply the appropriate reading strategies to the text with an overall goal. • Recording, monitoring and conferencing their growth, in terms of proficiency, as a reader. • Developing an understanding of the central message and using that central message in response to the text. • Recognize and utilize individual reading results (grade level vs. instructional level) in order to set appropriate reading goals. 	

CVSD Secondary Curriculum Map ~ PA Academic Standard without Eligible Content

CV Priority Standard/PA Academic Standard	
CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	
Taught in Unit(s)	
Unit 1: Identity (MP 1) & Unit 4: New Directions (MP 4)	
Explanation/Example of the Standard	
Students will know when it's appropriate to begin a discussion and how to build on a current discussion as it relates to the instructional purpose. They will employ both effective speaking and listening techniques during these discussions in which they clearly articulate their opinion or cite textual evidence.	
Big Idea(s)	Essential Question(s)

<p>Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.</p> <p>Effective speakers prepare and communicate messages to address the audience and purpose.</p>	<p>What do good listeners do?</p> <p>How do active listeners make meaning?</p> <p>How do active listeners know what to believe in what they hear?</p> <p>How do task, purpose, and audience influence how speakers craft and deliver a message?</p> <p>How do speakers employ language and utilize resources to effectively communicate a message?</p>
Assessments	
See unit maps for specific unit common assessments.	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Effective active listening techniques • Effective speaking techniques • Difference between a personal opinion and textual evidence • Task, purpose and audience influence how a speaker crafts a message • Task, purpose and audience influence how speakers deliver a message 	<ul style="list-style-type: none"> • Employ a variety of effective listening techniques in a variety of discussion situations. • Employ a variety of effective speaking techniques in a variety of discussion situations. • Craft & deliver a message in a discussion/dialogue. • Employ situational awareness while participating in meaningful dialogues.

CVSD Secondary Curriculum Map ~ PA Academic Standard without Eligible Content

CV Priority Standard/PA Academic Standard
CC.1.5.9–10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
Taught in Unit(s)

Unit 2: Adolescent Issues (MP 2) & Unit 3: Me, Myself, Ourselves (MP 3)

Explanation/Example of the Standard

In a secondary literacy classroom, students are expected to effectively communicate information, findings, or supporting evidence (from the text) in a way that allows the listener to clearly receive the message of the reader's interpretation of what was gained from reading a particular text.

Some general examples:

- When giving books talks
- When expressing their connections or text evidence from the text
- When sharing specific information gained from a text for a specific purpose.

Big Idea(s)

Essential Question(s)

Effective speakers prepare and communicate messages to address the audience and purpose.

How do task, purpose, and audience influence how speakers craft and deliver a message?

Effective speakers provide supporting evidence to increase the validity, as well as, the listener's understanding of the message

How do speakers employ language and utilize resources to effectively communicate a message?

How do speakers identify what evidence is important in building their claim?

Assessments

See unit maps for specific unit common assessments.

Concepts

Skills

(what students need to know)

(what students must be able to do)

- Speakers prepare message to address the audience and purpose.
- Speakers communicate messages to address the audience and purpose.
- Speakers identify and evaluate the textual evidence in terms of the specific discussion topic.

- Identify the evidence to build an effective claim.
- Craft & deliver a message that incorporates task, purpose of a message.
- Consider the audience who will receive the message of the speaker and its intended use.