

**2nd Grading Period**  
**High Schoolwide Instructional Focus Calendar**

Dates	Reporting Category CCSS Anchor Standards RI-Reading Informational Text RL-Reading Literature	Benchmarks and Common Core Standards Covered
<p><u>10/28-11/07</u></p> <p>Teacher Planning Day 11/8 (no opt)</p> <p><b>Interim # 1</b></p>	<p><b>Informational Text/ Research Process NGSS Benchmark LA.910.6.2.2 CCSS-RI--8</b></p> <p><b>Continue with Main Idea LA.910.1.7.3 CCSS-RI-RL-2 CSS-RI-RL-10</b></p> <p><b>Continue with Vocabulary NGSS Benchmarks &amp; CCSS-RI-RL 4 &amp; CCSS-RI-RL1 CCSS-RI-RL-2 CSS-RI-RL-10</b></p>	<p><b>NGSS LA.910.6.2.2</b> The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations. <i>(heavily tested in )</i></p> <p><b>Clarification:</b> The student will use a variety of techniques and strategies within and across texts to locate and gather information. The student will identify the validity (i.e., correctness or soundness) and reliability (i.e., dependability) of information in a text by identifying supporting facts and analyzing the development of argument(s) within or across texts. In addition, the student may be asked to apply information from a text in a valid and/or reliable way. The student will identify relationships between two or more ideas or among other textual elements found within or across texts (i.e., synthesize information).</p> <p><b>CCSS RI &amp; RL 9/10.8, 11/12.8</b> <b>Clarification:</b> <b>Knowledge Targets</b></p> <p>a. Students must know the differences in reasoning (e.g., deductive, inductive).</p> <p><b>Reasoning Targets</b></p> <p>a. Students must determine false statements in an argument.  b. Students must identify fallacious reasoning in an argument.  c. Students must delineate and evaluate specific claims in a text.  d. Students must analyze whether the reasoning used in an argument is valid.  e. Students must analyze whether the evidence cited in an argument is relevant and sufficient.  f. Students must evaluate the effectiveness and credibility of argument(s) presented in a text  g. Students must evaluate the effectiveness of rhetorical fallacies in advancing an argument.  h. Students must know how to determine the validity of an argument.</p>
<p><u>11/12/-11/22</u></p> <p>Holiday 11/11</p>	<p><b>Informational Text/ Research Process NGSS Benchmark LA.910.2.2.1 LA.910.6.11 CCSS-RI--7</b></p> <p><b>Continue with Main Idea</b></p>	<p><b>LA.910.2.2.1</b>The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings).</p> <p><b>Clarification:</b> The student will identify, explain, analyze, and determine meaning from a variety of text features.</p> <p><b>Benchmark LA.910.6.1.1</b> The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding.</p> <p><b>Clarification:</b> The student will identify, analyze, and determine meaning from a variety of text features.</p>