

**English Language Arts Pacing Guide
Tenth Grade**

Time Frame: September (4 Weeks)
Unit 1: Launching Writer's Notebook

Common Core	Essential Questions	Assessment	Vocabulary	Resources
<p>Reading: Literature Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter,</p>	<p>1. What do I observe about the world I live in?</p> <p>2. What insights about my world can I give voice to?</p> <p>3. How can I use poetry to touch or influence readers?</p> <p>4. What basic decisions used by contemporary poets will help me connect to a reader?</p>	<p>Mid-Unit Assessment Task: What habits, strategies, and attitudes should one have in order to view oneself as a writer? After trying on the habits of poets, reread your writers' notebooks and identify two habits, strategies, and/or attitudes that improved your living like a poet. Select a single entry that best demonstrates your choices. Explain how the use of these habits, strategies, and/or attitudes changed the way you think about writing or your identity as a writer.</p> <p>Post-Unit Assessment Task: How does a poet define a writing life? How does creating a writing life also create poems? After reading poems and experimenting with the habits, strategies, and attitudes of</p>	<p>connotation denotation figurative language image line line breaks memory non-judgmental response observation stanza white space</p>	<p>Print Resources Christensen, Linda. <i>Reading, Writing and Rising Up: Teaching about Social Justice and the Power of the Written Word</i>. Milwaukee: Rethinking Schools. 2000. Print.</p> <p>Friend, David and the Editors of <i>LIFE</i> [Edited by]. <i>More Reflections on The Meaning of Life</i>. Boston: Little Brown. 1992. Print.</p> <p>Poetry by the following: Billy Collins, Stephen Dunn, Rita Dove, Marie Howe, Philip Levine, Robert Frost, William Carlos Williams, Langston Hughes, William Stafford, Claudia Emerson, Mary Oliver, Louise Glück, Billy Collins, Ted Kooser, Galway Kinnell, Pablo Neruda.</p> <p>"Valentine for Ernst Mann" by Naomi Shihab Nye</p> <p>"Where I'm From" by George Ella Lyon</p> <p>"Theme for English B" by Langston Hughes</p> <p>"The Journey," "Wild Geese," or "The Summer Day" by Mary Oliver</p> <p>"Love after Love" by Derek Walcott</p> <p>"Blackberry Eating" by Galway Kinnell</p>

<p>scene, or stanza) relate to each other and the whole.</p> <p>RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>Writing Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>		<p>poets, write a series of poems that demonstrates the use of the universal and unique techniques used by poets who write for publication. Revise and edit early poems to meet a publishing standard. Write a reflection that examines the ways your writing has been impacted by experimenting and developing poems for publication. Submit poems for publication.</p>		<p>"Black Snake" by Mary Oliver</p> <p>"Rain" by Naomi Shihab Nye</p> <p>"To a Poor Old Woman," or "The Red Wheelbarrow" by William Carlos Williams</p> <p>"Laughing Boy" by Richard Wright</p> <p>"Shooting" by Raymond Carver</p> <p>"Rosa" by Rita Dove</p> <p><u>Web Resources</u> http://www.poets.org</p> <p>Poem a day: http://www.poets.org/poetsorg/poem-day</p> <p>Teen Ink, a teen literary magazine: http://www.teenink.com</p> <p>Poetry 180 by Billy Collins: http://www.loc.gov/poetry/180/</p> <p><u>Oakland Schools Literacy Website</u></p>
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<p>W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Speaking & Listening Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>				
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<p>SL.9-10.1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.2c. Spell correctly.</p> <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.9-10.5a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>				
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<p>L.9-10.5b. Analyze nuances in the meaning of words with similar denotations.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>				
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**English Language Arts Pacing Guide
Tenth Grade**

**Time Frame: October (5 Weeks)
Unit 2: Independent Reading**

Common Core	Essential Questions	Assessment	Vocabulary	Resources
<p>Reading: Informational Text Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RI.9-10.10. By the end of grade 10, read and comprehend literary nonfiction at the high end of the</p>	<p>1. What reading and thinking habits do I have or will I learn by stretching or extending my reading in autobiography, biography, or memoir?</p> <p>2. What strategies and processes do I use to engage in reading to explore central ideas?</p> <p>3. What are the basic elements and structures of autobiography, biography, and memoir? How are they the same? How are they unique?</p> <p>4. How can I use knowledge about these elements and structures to enable me to engage in increasingly complex texts to identify an</p>	<p>Pre-Unit Assessment Task <i>What preferences do I have when reading independently and how will I stretch or extend my reading habits while reading autobiography, biography, or memoir?</i> After mapping your reading preferences and sampling a range of texts, write a reflective paragraph that states if this unit will stretch or extend your reading habits. Predict several ways you might change as a reader by reading and studying this genre.</p> <p>Mid-Unit Assessment Task <i>How has your reading, identity as a reader, or preferences for reading changed?</i> Review your reader's notebook, the goals you set before beginning the unit and goals you set during the unit.</p>	<p>autobiography biography central idea genre memoir reader identity textual evidence theme</p>	<p>Print Resources Allington, Richard. <i>What Really Matters to Struggling Readers: Research-Based Practices Across the Curriculum</i>. New York: Allyn and Bacon, 2000. Print.</p> <p>Atwell, Nancie. <i>In the Middle: Writing, Reading, and Learning with Adolescents</i>. Portsmouth: Heinemann, 1987. Print</p> <p>Cullinan, Bernice. "Independent Reading and School Achievement." American Association of School Librarians.</p> <p>Darling-Hammond, Linda. <i>Powerful Learning: What We Know About Teaching For Understanding</i>. San Francisco: Jossey-Bass, 2008. Print.</p> <p>Hillenbrand, Laura. <i>Unbroken: A World War II Story of Survival, Resilience, and Redemption</i>. New York: Random House, 2010. Print</p> <p>Latta Kirby, Dawn and Dan Kirby. <i>New Directions in Teaching Memoir: A Studio Workshop Approach</i>. Portsmouth: Heinemann, 2007. Print</p> <p>Ritchart, Ron, Mark Church, and Karin Morrison. <i>Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for all Learners</i>.</p>

<p>grades 9–10 text complexity band independently and proficiently.</p> <p>Writing 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.9-10.2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.9-10.2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>Range of Writing</p>	<p>author's multiple purposes in a text?</p>	<p>Reflect on this review to identify one way you have grown as a reader. Write a reflective paragraph that states how you have changed. Provide specific evidence from your notebook and the text you are reading to explain how and why this change occurred.</p> <p>Post-Unit Assessment Task <i>What insights are you making as you connect to the author's style and the structures of autobiography, biography, or memoir?</i> After reading part or all of one text, review the connections, theories, and discussion topics you have tracked and recorded in your reader's notebook. Identify a single insight you have gained that might impact the way you read, the way you see the central ideas in the text, or the way you interact with others. Write 2-3 paragraphs to state the insight, explain how the author connects details</p>		<p>San Francisco: <i>Jossey-Bass</i>, 2011. Print.</p> <p><u>Web Resources</u> Lesesne, Teri. <i>Reading Ladders: Leading Students From Where They Are to Where We'd Like Them to Be</i>. Accessed online, May 8, 2014. http://lesesneseminar.pbworks.com/w/page/16450439/FrontPage</p> <p>Lists of memoirs and autobiographies: http://www.goodreads.com/list/show/281.Best_Memoir_Biography_Autobiography</p> <p>http://www.amazon.com/Best-Sellers-Books-Biographies/zgbs/books/2</p> <p>http://www.squidoo.com/memoir-examples#module137889771</p> <p>http://cocopreme.hubpages.com/hub/TheGenreofAutobiography</p> <p>Detroit Pistons Point of View Video</p> <p>Oakland Schools Literacy Website</p>
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<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Speaking & Listening Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to</p>		<p>across the text to promote that central idea, and explain how the author uses a single element or structure of autobiography, biography, or memoir to establish the insight.</p>		
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<p>broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>Language</p> <p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>				
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English Language Arts Pacing Guide

Time Frame: November - Beginning December (4 Weeks)

Tenth Grade

Unit 3: Basics of Argumentation

Common Core	Essential Questions	Assessment	Vocabulary	Resources
<p>Reading: Literature Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>RL.9-10.8. (Not applicable to literature)</p> <p>Reading: Informational Text Key Ideas and Details</p>	<p>1. What methods do films use to expose and portray various claims on a social issue?</p> <p>2. What kinds of social issues seem to be most often portrayed in film?</p> <p>3. Do films impact an individual or society?</p> <p>4. Are films effective in the exposure or portrayal of a social issue?</p>	<p>Pre-Unit Assessment Task Can film make an impact on a person's view of a social issue? After reflecting on films that have persuaded or influenced you to think or act in a specific way, write 2-3 paragraphs that discuss the social issue in the film, state the impact the film made on the way you think about or act when faced with the social issue, and explain how the filmmaker, the actors, or the story influenced you.</p> <p>Mid-Unit Assessment Task What is the social issue being exposed in this film? Why should anyone care about this social issue? After viewing <i>My Sister's Keeper</i> [or other film] research films that are currently in theaters. Which of these films</p>	<p>audience context purpose</p>	<p>Print Resources Allison, Jay and Dan Gediman (edited by). <i>This I Believe II: More Personal Philosophies of Remarkable Men and Women</i>. New York: Henry Holt. 2009. Print.</p> <p>Atwan, Robert. <i>America Now: Short Readings from Recent Periodicals</i>. Boston: Bedford/St. Martins. 2007. Print</p> <p>Bailey, Rick and Denstaedt, Linda. <i>Going Places Graff, Gerald and Cathy Birkenstein. They Say, I Say: The Moves That Matter in Academic Writing</i>. New York: W W Norton & Company. 2009. Print.</p> <p>Lunsford, Andrea A., John J Ruskiewicz. <i>Everything's an Argument. 5th Ed. Bedford/ St Martin's</i>. Print</p> <p>Rex, Lesley A., Thomas, Ebony Elizabeth, and Engel, Steven. "Applying Toulmin: Teaching Logical Reasoning and Argumentative Writing"</p> <p>Toulmin, Stephen E. <i>The Uses of Argument</i>. New York: Cambridge University Press. 2003. Print</p> <p>Web Resources Oakland Schools Teaching Research Writing Website: Skills Progression & Lessons</p>

<p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Not applicable to literature)</p> <p>RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of</p>		<p>intentionally expose a social issue. Select one film that seems to expose a social issue and view it in order to identify the claim and counterclaims made in the film about the issue. Write 2-3 paragraphs that state the claim and counterclaim the film exposes and evaluates how effectively the filmmaker, actors, or story influenced your thinking or actions around the issue.</p> <p>Post-Unit Assessment Task How effective are films that intentionally focus on a social issue? After viewing <i>My Sister's Keeper</i> (or other film) and reading related texts, write a film review that discusses one social issue exposed in the film and evaluates how effectively the characters and events deal with this social issue. Be sure to support your position with evidence from the texts.</p>		<p>http://www.osteachingresearchwriting.org/</p> <p>Detroit Pistons Defending a Claim Video</p> <p>Oakland Schools Literacy Website</p>
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<p>substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W.9-10.1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>W.9-10.1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>W.9-10.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented.</p>				
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<p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>W.9-10.9a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>W.9-10.9b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p> <p>Range of Writing</p>				
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<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Speaking & Listening Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>Presentation of Knowledge and Ideas</p>				
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<p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.1a. Use parallel structure.*</p> <p>L.9-10.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>				
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<p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.2a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>L.9-10.2b. Use a colon to introduce a list or quotation.</p> <p>L.9-10.2c. Spell correctly.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>				
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English Language Arts Pacing Guide
Tenth Grade

Time Frame: Mid December - January
Unit 4: Narrative Reading

Common Core	Essential Questions	Assessment	Vocabulary	Resources
<p>Reading: Literature Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with</p>	<p>1. What themes and narrative structures are universal?</p> <p>2. How does point of view alter a universal theme in literature?</p> <p>3. How does the culture of a country impact the point of view?</p> <p>4. How does the universal concept of a hero change from one world culture to another?</p> <p>5. What cultural values or views about heroism and gender roles impact the way authors write stories expressing the hero myth?</p>	<p>Pre-Unit Performance Task After viewing an iconic American text (short video or short fiction) that portrays an American Hero, students write several paragraphs to define the classic American Hero and identify the universal questions explored during the hero's journey. Students will support their definition with specific examples from the text. Universal Questions about Heroes "Who am I? Where did I come from? Where will I go when I die? What is good and what is evil? What must I do about it? What will tomorrow be like? Where did yesterday go? Is there anybody else out there?"</p> <p>Mid-Unit Formative Assessment Task Students complete reading log entries that prepare them for critically reading a</p>	<p>character development cultural point of view first-person point of view frame story hero archetypes historical context inference literary point of view literary genre and philosophy (existentialism, magical realism, surrealism) narrative structures scene thematic development third-person limited omniscient point of view third-person omniscient point of view universal themes</p>	<p>Print Resources <i>Bartel, Julie and Holley, Pam. Annotated Book Lists for Every Teen Reader: The Best from the Experts at YALSA-BK. New York, New York: Neal-Schuman Publishers, Inc., 2011. Print.</i></p> <p>Daniels, Harvey, and Steineke, Nancy. <i>Mini-Lessons for Literature Circles</i>. Portsmouth: Heinemann. 2004. Print.</p> <p>Fredricksen, James, Wilhelm Jeffrey D, and Smith, Michael. So, <i>What's the Story?: Teaching Narrative to understand Ourselves, Others, and the World</i>. Portsmouth: Heinemann. 2012. Print</p> <p>Gallagher, Kelly. <i>Deeper Reading: Comprehending Challenging Texts, 4—12</i>. Portland: Stenhouse Publishers. NH 2004. Print.</p> <p>Wilhelm, Jeffrey D. <i>You Gotta Be the Book: Teaching Engaged and Reflective Reading with Adolescents</i>. New York: Teachers College, 1997. Print.</p> <p>Wilhelm, Jeffery, Baker, Tanya, and Hackett, Julie Dube. <i>Strategic Reading: Getting Students to Lifelong Literacy 6-12</i>. Portsmouth: Boynton/Cook. 2001. Print</p>

<p>other characters, and advance the plot or develop the theme.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Writing</p> <p>Text Types and Purposes</p>		<p>novel or other short narrative(s) and writing a literary essay about the central idea and theme of the narrative(s).</p> <p>Summative Assessment Task</p> <p><i>"The Hero's Journey is a [narrative] pattern identified by the American scholar Joseph Campbell that appears in drama, storytelling, myth, religious ritual, and psychological development. It describes the typical adventure of the archetype known as The Hero, the person who goes out and achieves great deeds on behalf of the group, tribe, or civilization."</i></p> <p>Stories built on the model of the hero myth have an appeal that can be felt by everyone, because they spring from a universal source in the collective unconscious, and because they reflect universal concerns. They deal with the child-like but universal questions: Who am I? Where did</p>		<p>Wormeli, Rick. <i>Summarization in any Subject: 50 Techniques to Improve Student Learning</i>. Alexandria: Association for Supervision and Curriculum Development, 2005. Print.</p> <p>Zemelman, Steven, Daniels, Harvey "Smokey", Hyde, Arthur. <i>Best Practice, Fourth Edition: Bringing Standards to Life in America's Classrooms</i>. Portsmouth: Heinemann. 2012. Print.</p> <p>Detroit Pistons Point of View Video</p> <p>Oakland Schools Literacy Website</p>
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<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.9-10.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>W.9-10.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or</p>		<p>I come from? Where will I go when I die? What is good and what is evil? What must I do about it? What will tomorrow be like? Where did yesterday go? Is there anybody else out there?" —Chris Vogler</p> <p>Do heroes from around the world share the same child-like but universal questions? After reading world literature, collaboratively design a graphic or digital product that compares the ways stories from different countries use the universal structure and theme of the hero myth to explore universal human concerns. Identify which universal questions the authors explore and why they might emerge in literature from a specific country and culture.</p>		
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<p>a day or two) for a range of tasks, purposes, and audiences.</p> <p>Speaking & Listening Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language Conventions of Standard English</p>				
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<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.1a. Use parallel structure.*</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.2c. Spell correctly.</p> <p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>				
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**English Language Arts Pacing Guide
Tenth Grade**

Time Frame: February (4 Weeks)
Unit 5: Literary Essay

Common Core	Essential Questions	Assessment	Vocabulary	Resources
<p>Reading: Literature Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g.,</p>	<p>1. In what ways does re-reading change our understanding of stories?</p> <p>2. How do we read stories on multiple levels?</p> <p>3. How do we find evidence to support a position?</p> <p>4. How do we provide support for a position in a body paragraph?</p> <p>5. How do readers find meaning beyond the plot?</p> <p>6. How do literary essayists support a claim?</p> <p>7. Which types of body paragraphs are most effective to support a claim?</p>	<p>Pre-Unit Assessment Task Use the post-unit assessment from the previous reading unit on literature. Use the assessment to gauge students' abilities to analyze literary texts. The prompt for that unit was: "<i>The Hero's Journey is a [narrative] pattern identified by the American scholar Joseph Campbell that appears in drama, storytelling, myth, religious ritual, and psychological development. It describes the typical adventure of the archetype known as The Hero, the person who goes out and achieves great deeds on behalf of the group, tribe, or civilization.</i>" Stories built on the model of the hero myth have an appeal that can be felt by everyone, because they spring from a universal source in the collective</p>	<p>body paragraph conclusion/concluding paragraph connected-example paragraph evidence extended-example paragraph introductory paragraph literary-device analysis paragraph meaning plot position summary paragraph topic sentence transitions</p>	<p>Print Resources Bailey, Richard, and Linda Denstaedt. <i>Going Places</i>. New York: McGraw-Hill, 2009. Print.</p> <p>Calkins, Lucy and Medea Mcevoy. <i>Literary Essays: Writing About Reading</i>. Portsmouth: Heinemann, 2006. Print.</p> <p>Hillocks, Jr, George. <i>Teaching Argument Writing, Grades 6-12: Supporting Claims with Relevant Evidence and Clear Reasoning</i>. Portsmouth, Heinemann. 2011. Print.</p> <p>Jago, Carol. <i>Come to Class: Lessons for High School Writers (Writing About Literature)</i>. Portsmouth: Heinemann, 2008. Print.</p> <p>Kirsznner, Laurie, Mandell, Stephen. <i>Patterns for College Writing: A Rhetorical Reader and Guide</i>. St. Martin's Press, 1992. Print.</p> <p>Lunsford, Andrea, John Ruskiewicz, and Keith Walters. <i>Everything's an Argument</i>. Bedford/St. Martin's, 2010. Print.</p> <p>Oakland Schools Literacy Website</p>

<p>parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on</p>		<p>unconscious, and because they reflect universal concerns. They deal with the child-like but universal questions: Who am I? Where did I come from? Where will I go when I die? What is good and what is evil? What must I do about it? What will tomorrow be like? Where did yesterday go? Is there anybody else out there?" —Chris Vogler</p> <p>Do heroes from around the world share the same child-like but universal questions? After reading world literature, collaboratively design a graphic or digital product that compares the ways stories from different countries use the universal structure and theme of the hero myth to explore universal human concerns. Identify which universal questions the authors explore and why they might emerge in literature from a specific country and culture.</p>		
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<p>addressing what is most significant for a specific purpose and audience.</p> <p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		<p>Mid-Unit Formative Assessment Task How do the main characters portray a theme in the novel? After reading a whole class novel or independent novel of your choice, write an extended-example paragraph and a connected-example paragraph that addresses the question and support your position with evidence from the texts.</p> <p>Post-Unit Summative Assessment Task How is a theme developed across a text using various literary techniques? After reading a whole class novel or independent novel of your choice, write an argumentative literary essay that addresses the question and support your position with evidence from the texts. Be sure to acknowledge alternate themes developed in the novel. Metacognitive Write: Students reflect back upon what they have learned by writing</p>		
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		their essays. They think about how these skills might transfer to other learning experiences.		
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**English Language Arts Pacing Guide
Tenth Grade**

**Time Frame: March (4 Weeks)
Unit 6: Informational Reading**

Common Core	Essential Questions	Assessment	Vocabulary	Resources
<p>Reading: Literature Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic</p>	<p>1. How do writers, artists and musicians engage in protest or civil disobedience?</p> <p>2. How can art be an act of protest or civil disobedience?</p> <p>3. How do informational writers, photographers, naturalists, and reporters engage in protest or civil disobedience?</p> <p>4. Where is the line between informing an audience and using publication as a platform for protesting political or social issues?</p> <p>5. How do foundational documents in American History preserve the rights of individuals to engage in</p>	<p>Pre-Unit Assessment Task <i>Task 1: Reflective Survey Of Reading Skills, Habits, Strategies, and Processes.</i> Students take a reflective survey to identify their strengths and areas of challenge. This information will establish a baseline of their knowledge about reading and their habits while reading informational texts. This survey is based on the three concepts from the Common Core State Standards:</p> <ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas <p>Students will set goals during the unit</p>	<p>annotation of a text civil rights cross-text connections democratic values historical connections multi-draft reading social issues</p>	<p>Print Resources Ackley, Katherine, ed. <i>Perspectives on Contemporary Issues: Readings Across Disciplines, 4th ed.</i> Boston: Thomson Wadsworth, 2006. Print.</p> <p>Alexander, Jan and Tate, Marsha Ann. <i>Web Wisdom: How to Evaluate and Create Information Quality on the Web.</i> Mahwah, New Jersey: Lawrence Erlbaum Associates, 1999. Print.</p> <p>Bartel, Julie and Holley, Pam. <i>Annotated Book Lists for Every Teen Reader: The Best from the Experts at YALSA-BK.</i> New York, New York: Neal-Schuman Publishers, Inc., 2011. Print.</p> <p>Gallagher, Kelly. <i>Deeper Reading: Comprehending Challenging Texts, 4—12.</i> Portland, ME: Stenhouse Publishers, 2004. Print.</p> <p>Wilhelm, Jeffrey et. al. <i>Get It Done! Writing and Analyzing Informational Texts to Make Things Happen.</i> Portsmouth: Heinemann, 2012. Print.</p> <p>Wormeli, Rick. <i>Summarization in any Subject: 50 Techniques to Improve Student Learning.</i> Alexandria: Association</p>

<p>from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p>Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Informational Text Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>protest or civil disobedience?</p> <p>6. What constitutional rights urge individuals to read, write and act to preserve the rights of all individuals?</p> <p>7. How do individuals, news agencies, artists, and political groups prepare and act within these constitutional rights?</p>	<p>and write a reflection at the end of the unit. <i>Task 2: On-Demand Close Reading</i> Students will read and annotate a text pair to establish a baseline of their independent habits while reading informational texts. Students will use this pre-unit on-demand reading to set goals during the unit and to reflect on growth after the unit.</p> <p>Mid-Unit Formative Assessment Task Students apply their analysis skills as they read two texts that represent ideas about or examples of protest or civil disobedience. They write three paragraphs: a summary of each text and a paragraph of response that details their interaction with the texts.</p> <p>Post-Unit Summative Assessment Task <i>What is the role of protest or civil disobedience in a democratic society?</i> 1. After reading literature,</p>	<p>for Supervision and Curriculum Development, 2005. Print.</p> <p>Oakland Schools Literacy Website</p>
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<p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p> <p>Range of Reading and Level of Text Complexity</p>		<p>informational texts, and foundational U.S. documents, research a topic of interest. Create an annotated bibliography of texts that informs a reader about protest or civil disobedience.</p> <p>2. Write a paragraph that defines protest or civil disobedience and answers the question above. Support your discussion with evidence from texts on your bibliography.</p> <p>3. Write a reflection that answers the following question: Over the course of this unit, how have I changed in my ability to 1) identify key details; 2) analyze craft and structure; and/or 3) integrate knowledge and ideas within or across texts?</p> <p><i>[Students will use the prior knowledge gained in this unit to inform their work in the Informational Essay unit that follows. Students will be writing an informational essay to answer the following questions: What is the power of an individual in a</i></p>		
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<p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Writing</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.9-10.2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and</p>		<p><i>democratic society? What is at stake if we forget our American ideals?]</i></p>		
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<p>following a standard format for citation.</p> <p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Speaking & Listening Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to</p>				
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<p>stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>SL.9-10.1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>Language</p>				
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<p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>				
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**English Language Arts Pacing Guide
Tenth Grade**

Time Frame: April (4 Weeks)
Unit 7: Informational Essay

Common Core	Essential Questions	Assessment	Vocabulary	Resources
<p>Reading: Informational Text Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which</p>	<p>1. How do I engage with ideas through interaction with texts and people to participate responsibly as an American citizen?</p> <p>2. How can I inform myself about issues that impact the daily lives of Americans?</p> <p>3. What is at stake if citizens in the 21st century ignore or do not uphold democratic values?</p>	<p>Pre-Unit Assessment Task Define the American Character using a six-slide PowerPoint presentation that uses graphics, images, sounds, and words to illustrate the definition.</p> <p>Mid-Unit Formative Assessment Task What is the power of an individual? After collaboratively researching a topic of personal interest that portrays the power of an individual in a democratic society, state an informed view of your topic. Write a definition paragraph(s) that explains the view and sets it in a current historical context. List a bibliography of readings that reflect the range of digital and print texts used to develop the view.</p> <p>Post-Unit Summative Assessment Task</p>	<p>American ideals civil liberties collaborative research core democratic values democracy democratic life digital media and research digital products (podcast, etc.) freedom historical context historical heritage multimedia primary research secondary research</p>	<p><u>Historical Resources</u> Lincoln: Gettysburg Address</p> <p>Washington: Farewell Address</p> <p>The Monroe Doctrine, stated in Monroe's State of the Union</p> <p>Roosevelt: Four Freedom Speech</p> <p>King: Letter from Birmingham Jail</p> <p><u>Optional Literature</u> <i>Fiction</i> Kate Chopin's story "The Storm"</p> <p>John Steinbeck's story "Chrysanthemums"</p> <p><i>Poems</i> Robert Frost's "Mending Wall"</p> <p>Maya Angelou's "On the Pulse of Morning"</p> <p>W.H. Auden's "The Unknown Citizen"</p> <p>Donald Baker's "Formal Application"</p> <p>Langston Hughes's "I, Too, Sing America"</p> <p><i>Poets</i> Carl Sandburg, Stephen Crane, Walt Whitman,</p>

<p>details are emphasized in each account.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Writing</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas,</p>		<p>What is the power of an individual in a democratic society? What is at stake if Americans forget our American ideals and our American character? After reading seminal U.S. documents and related readings, do shared research to examine one aspect of these complex questions. Design, plan, write, and develop a digital product that identifies the impact and power of an individual in a democratic society. What conclusions can you draw? Support your discussion with evidence from secondary, primary research, and/or personal experience.</p>		<p><i>Musicians</i> Bob Dylan; Metallica; John Lennon; Crosby, Stills, Nash, and Young; U2</p> <p><u>Web Resources</u> http://www.poetry.org</p> <p>http://www.pewforum.org</p> <p>http://www.brookings.edu</p> <p>http://www.abc.com</p> <p>http://www.nbc.com</p> <p>http://www.cnn.com</p> <p>http://www.npr.org</p> <p>http://www.nytimes.com</p> <p>http://www.usatoday.com</p> <p>http://www.online.wsj.com</p> <p>http://theweek.com/</p> <p>http://www.newsweek.com/</p> <p>http://www.time.com/</p> <p>http://www.ted.com</p> <p><u>Multi-media Presentation Resources</u> <i>beyond bullet points: Using Microsoft PowerPoint to create presentations that inform, motivate, and inspire</i> http://www.beyondbulletpoints.com</p>
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<p>concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.9-10.2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.9-10.2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>W.9-10.2c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>W.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>W.9-10.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>				<p><i>Visual Teams: Graphic Tools for Commitment Innovation & High Performance</i> by David Sibbet. Print.</p> <p><i>The Digital Writing Workshop</i> by Troy Hicks. Print.</p> <p><u>Instructional Strategy Resources</u> <i>Game Storming: A Playbook for Innovators, Rulebreakers, and Changemakers</i> by Dave Gray, Sunni Brown and James Macanufo. Print.</p> <p><i>Idea Mapping: How to Access Your Hidden Brain Power, Learn Faster, Remember More, and Achieve Success in Business</i> by Jamie Nast. Print.</p> <p>Oakland Schools Teaching Research Writing Website: Skills Progression & Lessons http://www.osteachingresearchwriting.org/</p> <p>Oakland Schools Literacy Website</p>
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<p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and</p>				
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<p>following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Speaking & Listening</p> <p>Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and</p>				
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<p>expressing their own clearly and persuasively.</p> <p>SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.9-10.1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>				
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<p>SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.2c. Spell correctly.</p>				
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<p>Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>L.9-10.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a</p>				
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<p>word or phrase important to comprehension or expression.</p> <p>L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>				
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**English Language Arts Pacing Guide
Tenth Grade**

Time Frame: May (4 Weeks)
Unit 8: Writing Argument

Common Core	Essential Questions	Assessment	Vocabulary	Resources
<p>Reading: Informational Text Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Not applicable to literature)</p> <p>RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning</p>	<p>1. What is the difference between an Op-Ed, column, and an editorial?</p> <p>2. What qualities are necessary for an argument to be an Op-Ed?</p> <p>3. Who usually is the writer of an Op-Ed?</p> <p>4. Who can write an Op-Ed?</p> <p>5. Why would someone write an Op-Ed?</p> <p>6. Who is the audience of the Op-Ed?</p> <p>7. What types of evidence are valid for an Op-Ed?</p> <p>8. What is the difference between primary and secondary research?</p> <p>9. What purpose is served by</p>	<p>Pre-Unit Assessment Task Do you have opinions on local events, and/or social, political or economic issue(s) that impact your life? List three events or issues about which you have an opinion. Select the one you are most interested in and/or have the strongest opinion about. Write a brief statement of your opinion and a possible counter-opinion about this event or issue. Then list at least two reasons you have formed that opinion.</p> <p>Mid-Unit Formative Assessment Tasks <i>Annotation</i> <i>Self-Assessment Task</i>: What strategies or techniques do op-ed authors universally use? After studying a series of op-eds, in your literature circle group identify the common elements and</p>	<p>audience call to action citation claim concluding statement counterclaim inference lead objective tone organization purpose relevant, sufficient evidence rhetorical strategies valid reasoning voice writing process</p>	<p>Print Resources Rolnicki, Tom, et. al. "Writing Editorials and Opinion Columns." <i>Scholastic Journalism</i>, 10th edition. 2001. Print.</p> <p>Peterson, Linda H. <i>The Norton Reader</i>. New York: W.W. Norton. 2008. Print.</p> <p>Graff, Gerald and Cathy Birkenstein. <i>They Say, I Say: The Moves That Matter in Academic Writing</i>. New York: W W Norton & Company. 2009. Print.</p> <p>Hillocks, Jr, George. <i>Teaching Argument Writing, Grades 6-12: Supporting Claims with Relevant Evidence and Clear Reasoning</i>. Portsmouth, Heinemann. 2011. Print.</p> <p>Web Resources Oakland Schools Teaching Research Writing Website: Skills Progression & Lessons http://www.osteachingresearchwriting.org/</p> <p>The OpEd Project. Web. 3 Sept 2013. http://www.theopedproject.org/</p> <p>Daily OpEd. Web. 2012. http://www.dailyoped.com/</p>

<p>is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W.9-10.1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the</p>	<p>each type of evidence?</p> <p>10. How do you develop a strong voice in an Op-Ed?</p> <p>11 How does a writer's audience influence style, voice, diction, and tone?</p>	<p>evaluate which op-ed most effectively combines these elements to create a valid line of reasoning. Explain how the writer's combination of elements is effective. Consider explicit and implied evidence, diction and bias, and audience awareness.</p> <p><i>Project-Folder Self-Assessment Task:</i>After writing and revising your Op-Ed, trace the diction to determine explicit and implied bias. Consider the effectiveness of this choice of diction and devise a revision plan to reduce bias and increase validity. In a brief reflection, state how the elements connect to argue your claim about this issue/problem/conflict in a logical way. Review the rubric and consider three areas in your reflection: 1) Focus; 2) Controlling Idea; and 3) Development.</p> <p>Post-Unit Summative Assessment Task After writing and revising your op-ed,</p>		<p>Detroit Pistons Defending a Claim Video</p> <p>Oakland Schools Literacy Website</p>
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<p>audience's knowledge level and concerns.</p> <p>W.9-10.1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>W.9-10.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>		<p>trace the diction to determine explicit and implied bias.</p> <p>Consider the effectiveness of this choice of diction and devise a revision plan to reduce bias and increase validity. In a brief reflection, state how the elements connect to argue your claim about this issue/problem/conflict in a logical way.</p> <p>Review the rubric and consider three areas in your reflection: 1) Focus; 2) Controlling Idea; 3) Development.</p>		
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<p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>W.9-10.9b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p> <p>Range of Writing</p>				
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<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>				
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