

10th Grade Reading and Writing

Bundle I: Foundation/Critical Stance

Pacing Guide: Block Schools: 4 weeks

Year Long Schools: 8 weeks

<p>** This unit is designed to build the foundational reading skills necessary for students to navigate challenging texts and engage in critical thinking and inquiry that will later be used to analyze literature and informational texts.</p>	
<p>** Priority standards will be <i>summatively assessed</i> throughout. All <i>supporting standards</i> are to be <i>formatively assessed</i>, driving reteaching and instructional adjustments to meet the needs of all students.</p>	
<p>RL.10.1 Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Priority Standard</p>
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<p>L.10.2 When writing:</p> <ul style="list-style-type: none"> a. Demonstrate appropriate use of a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses. b. Demonstrate appropriate use of a colon to introduce a list or quotation. c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. 	<p>Priority Standard</p>
<p>RL.10.6 Analyze a particular author's perspective or cultural experience reflected in a work of literature by drawing on a wide reading of world literature.</p>	<p>Supporting Standard</p>
<p>L.10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	<p>Supporting Standard</p>

10th Grade Reading and Writing

Bundle 2: Literary Analysis

PACING GUIDE: Block Schools: 7 weeks Year Long Schools: 14 weeks

**** This unit is designed to build the student's capacity to engage in deep and complex analysis of longer literary texts. Students will trace the development of theme in literature, including how details such as structure, word choice and characterization develop motifs. This unit culminates in a literature analysis essay that expresses the complexity of the themes presented by the text.**

**** Priority standards will be *summatively assessed* throughout. All *supporting standards* are to be *formatively assessed*, driving reteaching and instructional adjustments to meet the needs of all students.**

<p>RL. 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.</p>	<p>Priority Standard</p>
<p>RL. 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.</p>	<p>Priority Standard</p>
<p>C.10.2 a-h. Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.</p> <ul style="list-style-type: none"> a. Produce writing in which the development and organization are appropriate to task and Purpose. b. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension. c. 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. d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. f. 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>Priority Standard</p>

<p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>h. 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>RL 10.3 Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.</p>	<p>Supporting Standard</p>
<p>RL 10.5 Analyze how an author’s choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.</p>	<p>Supporting Standard</p>
<p>RL 10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p>	<p>Supporting Standard</p>
<p>RL 10.9 Analyze how an author draws on and transforms source material in a specific work.</p>	<p>Supporting Standard</p>
<p>RL 10.10 By the end of the year, flexibly use a variety of comprehension strategies (ie questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently</p>	<p>Supporting Standard</p>

10th Grade Reading and Writing

Bundle 3: Rhetoric and Persuasion

PACING GUIDE: **Block Schools: 7 weeks** **Year Long Schools: 14 weeks**

**** This unit is designed to build the student's capacity to engage in deep and complex analysis of informational texts. Students will identify and analyze the effect of rhetorical techniques in a variety of texts. Students will then compose an original argument that requires them to engage in the writing process: conduct research, develop a thesis, address counterclaims, and use rhetorical techniques to target a chosen audience.**

**** *Priority standards* will be *summatively assessed* throughout. All *supporting standards* are to be *formatively assessed*, driving reteaching and instructional adjustments to meet the needs of all students.**

<p>RI.10.2 Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.</p>	<p>Priority Standard</p>
<p>RI.10.3 Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, 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>Priority Standard</p>
<p>RI.10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p>	<p>Priority Standard</p>
<p>RI.10.6 Determine an author's point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>Priority Standard</p>
<p>C.10.1 (a-g) Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p style="padding-left: 40px;">a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p style="padding-left: 40px;">b. 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 style="padding-left: 40px;">c. 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 style="padding-left: 40px;">d. Link the major sections of the text cohesively, and clarify the relationships among claim(s), counterclaims, reasons and evidence.</p>	<p>Priority Standard</p>

<p>e. Establish and maintain a task appropriate writing style.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>g. 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>RI 10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.</p>	<p>Supporting Standard</p>
<p>RI 10.7 Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.</p>	<p>Supporting Standard</p>
<p>RI 10.8 Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency of the evidence; identify false statements and fallacious reasoning.</p>	<p>Supporting Standard</p>
<p>RI 10.9 Analyze documents of historical and literary significance, including how they address related themes and concepts</p>	<p>Supporting Standard</p>
<p>RI 10.10 By the end of the year, flexibly use a variety of comprehension strategies (ie questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently</p>	<p>Supporting Standard</p>
<p>C 10.3 Use narrative strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.</p> <ul style="list-style-type: none"> a. Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose. b. Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. c. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters. d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. e. Use precise words and phrases, telling details, and sensory languages to convey a vivid picture of the experiences, events, setting and/or characters. f. Provide a conclusion that explicitly connects the narrative’s relevance to the intended purpose of the writing. g. 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>Supporting Standard</p>
<p>C 10.4 Use digital resources to create, publish and update individual or shared products, taking advantage or technology’s capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite</p>	<p>Supporting Standard</p>

sources.	
C 10.5 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.	Supporting Standard
C 10.6 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 following a standard and format for citation.	Supporting Standard
C 10.7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.	Supporting Standard
L 10.1 In both written and oral expression: <ul style="list-style-type: none"> a. Demonstrate appropriate use of parallel structure. b. Demonstrate appropriate use of 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. 	Supporting Standard
L 10.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. <ul style="list-style-type: none"> a. Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and analyze their rhetorical function in text. b. Analyze nuances in the meaning of words with similar denotations. 	Supporting Standard