

Curricular Framework English Language Arts-Grade 10

| Overview | Reading | Writing | Speaking and Listening | Language |
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| <u>Unit 1</u> | Primary Focus Standards: RL.9-10.1 RI.9-10.1 RL.9-10.2 RI.9-10.2 RL.9-10.3 RI.9-10.3 RL.9-10.4 RI.9-10.4 RL.9-10.6 RI.9-10.6 | Primary Focus Standards: W.9-10.2A,B,C,D,E,F W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B | Primary Focus Standards: SL.9-10.1A,B,C,D SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.6 | Primary Focus Standards: L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6 |
| | Text Type: <ul style="list-style-type: none"> At least one extended text 3-5 short texts | Writing Focus: <ul style="list-style-type: none"> Informative and explanatory writing Research writing Routine Writing | Task Type: <ul style="list-style-type: none"> Conduct discussions Report findings | Skill Focus: <ul style="list-style-type: none"> Study and apply grammar Study and apply vocabulary |
| <u>Unit 2</u> | Primary Focus Standards: RL.9-10.1 RI.9-10.1 RL.9-10.2 RI.9-10.2 RL.9-10.3 RI.9-10.3 RL.9-10.4 RI.9-10.4 RL.9-10.5 RI.9-10.5 RL.9-10.6 RI.9-10.6 RI.9-10.7 RI.9-10.8 RI.9-10.9 | Primary Focus Standards: W.9-10.1A,B,C,D,E W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B | Primary Focus Standards: SL.9-10.1A,B,C,D SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6 | Primary Focus Standards: L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6 |
| | Text Type: <ul style="list-style-type: none"> At least one extended text 3-5 short texts | Writing Focus: <ul style="list-style-type: none"> Argumentative writing Research writing Routine Writing | Task Type: <ul style="list-style-type: none"> Conduct discussions Report findings | Skill Focus: <ul style="list-style-type: none"> Study and apply grammar Study and apply vocabulary |
| <u>Unit 3</u> | Primary Focus Standards: RL.9-10.1 RI.9-10.1 RL.9-10.2 RI.9-10.2 RL.9-10.3 RI.9-10.3 RL.9-10.4 RI.9-10.4 RL.9-10.5 RI.9-10.5 RL.9-10.6 RI.9-10.6 RL.9-10.7 RI.9-10.9 RL.9-10.9 | Primary Focus Standards: W.9-10.1A,B,C,D,E W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B | Primary Focus Standards: SL.9-10.1A,B,C,D SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6 | Primary Focus Standards: L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6 |
| | Text Type: | Writing Focus: | Task Type: | Skill Focus: |

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| | At least one extended text 3-5 short texts | <ul style="list-style-type: none"> Narrative writing Research writing Routine Writing | <ul style="list-style-type: none"> Conduct discussions Report findings | <ul style="list-style-type: none"> Study and apply grammar Study and apply vocabulary |
| Unit 4 | Primary Focus Standards: RL.9-10.1 RI.9-10.1 RL.9-10.2 RI.9-10.2 RL.9-10.3 RI.9-10.3 RL.9-10.4 RI.9-10.4 RL.9-10.5 RI.9-10.5 RL.9-10.6 RI.9-10.6 RL.9-10.9 RI.9-10.9 RL.9-10.10 RI.9-10.10 | Primary Focus Standards: W.9-10.1A,B,C,D,E,F W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B | Primary Focus Standards: SL.9-10.1A,B,C,D SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6 | Primary Focus Standards: L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6 |
| | Text Type: At least one extended text 3-5 short texts | Writing Focus: <ul style="list-style-type: none"> Informational/explanatory writing Research writing Routine writing | Task Type: <ul style="list-style-type: none"> Conduct discussions Report findings | Skill Focus: <ul style="list-style-type: none"> Study and apply grammar Study and apply vocabulary |
| Suggested Open Educational Resources | Reading <ul style="list-style-type: none"> Close Reading Literature: "The Celebrated Frog of Calaveras County" Close Reading Informational Text: "Gettysburg Address" 9th and 10th Grade Close Reading Units Developing Core Proficiencies from Engage New York Grade 9 and 10 Common Core Text Exemplars EBSCOHOST- High Schools Lessons to Use with Popular Stories Lessons to Use with Anthologies English Language Arts Methods: Grades 9-12 Model Lessons Planning to Assess: How to Align Your Instruction | Writing & Language <ul style="list-style-type: none"> Writing Explanatory Essay About the Text "The Celebrated Frog of Calaveras County" Writing Argument Essays About "Much Ado About Nothing" Family Memoir: Getting Acquainted with Generations Before Us PARCC Scoring Rubric for Prose Constructed Response Items Purdue Online Writing Lab Style-Shifting: Examining and Using Formal and Informal Language Styles ELA Grade 10 Language Conventions Vocabulary Graphic Organizer Developing Core Proficiencies from Engage New York | Speaking & Listening <ul style="list-style-type: none"> ELA Grade 10 Speaking & Listening Grant Wiggins' Socratic Seminar Guidelines Developing Core Proficiencies from Engage New York Lessons to Use with Popular Stories Lessons to Use with Anthologies English Language Arts Methods: Grades 9-12 Model Lessons Anchor Standards for Speaking and Listening 9-12 Presentation Rubric | Critical Thinking <ul style="list-style-type: none"> Finding Common Ground: Using Logical, Audience-Specific Arguments Inquiry Graphic Organizer Developing Core Proficiencies from Engage New York Lessons to Use with Popular Stories Lessons to Use with Anthologies English Language Arts Methods: Grades 9-12 Model Lessons How to Encourage Higher Order Thinking Bloom's Taxonomy & Depth of Knowledge Critical Thinking: Two |

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| | <ul style="list-style-type: none"> • Close Reading of Literary Texts • UDL Resources • Text Dependent Question Resources • A Case for Reading Examining Challenged and Banned Books | <ul style="list-style-type: none"> • Lessons to Use with Popular Stories • Lessons to Use with Anthologies • English Language Arts Methods: Grades 9-12 Model Lessons | | Stories, Two Authors, Same Plots? |

| Unit Plan 1 Grade 10 | | | |
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| Unit 1 Reading Standards | | Unit 1 Reading Critical Knowledge and Skills | |
| RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. | RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections , to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. | <ul style="list-style-type: none"> • Make personal connections, make connection to other texts, and or/make global connections where relevant • Evaluate the relationship between explicit and implicit details and how they contribute to the meaning • Identify explicit and implicit textual evidence • Distinguish the difference between strong and insufficient (unreliable) details • Distinguish text that provides strong support from unsupported, uncertain or insufficient text • Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience • Support inference using several examples from the text • Use direct quotes, paraphrase and summarize objectively | |
| 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, and provide an objective summary of the text. | RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text. | <ul style="list-style-type: none"> • Provide an objective summary of the text • Evaluate a theme and central idea • Analyze how details develop the theme/central idea • Make inferences using implicit and explicit textual evidence • Use the text to draw conclusions about the theme/central idea • Formulate an objective (free of personal bias) summary of the text • Determine how the theme/central idea emerges and is refined or strengthened through key details | |
| 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. | 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. | RL.9-10.3: <ul style="list-style-type: none"> • Use strong textual support to demonstrate deeper understanding of characterization • Evaluate multiple/conflicting character motivations through analysis of character dialog and actions • Analyze character interactions as they develop plot • Evaluate simple and complex relationships and/or events and the effects on plot development | |

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| | | <p>RI.9-10.3:</p> <ul style="list-style-type: none">Understand the relationship between a series of ideas or events that are connectedUse strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaningAnalyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the textIdentify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events |
| 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). | RI.9-10.4. 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 (e.g., how the language of a court opinion differs from that of a newspaper). | <ul style="list-style-type: none">Identify key words and evaluate figurative meaningIdentify key words and evaluate connotative meaningCritically examine how word choice impacts meaningCritically examine how word choice impacts toneEvaluate cumulative impact of word choiceCritically examine formal vs. informal tone |
| 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. | RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose. | <p>RL.9-10.6:</p> <ul style="list-style-type: none">Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United StatesEvaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text |
| | | <p>RI.9-10.6:</p> <ul style="list-style-type: none">Critically examine the author’s overall purposeEvaluate how an author uses various rhetorical strategies to advance that purpose |
| Unit 1 Writing Standards | | Unit 1 Writing Critical Knowledge and Skills |
| <p>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.9-10.2.A. 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.9-10.2.B. 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.9-10.2.C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the</p> | | <ul style="list-style-type: none">Develop a strong formal style appropriate for the taskMaintain a tone that is free of biasIntegrate multimedia when appropriate and effectiveUse relevant and sufficient facts, definitions, details, and quotesUse sources that are appropriate to task, audience, and purposeChoose precise words and domain-specific vocabularyIntroduce a topic arranging ideas, concepts, and information to show interrelationshipsFormat effectivelyDevelop a topicOrganize graphicsProvide multimedia when usefulUse transitions to link together the major sections of the text |

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| <p>relationships among complex ideas and concepts.</p> <p>W.9-10.2.D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>W.9-10.2.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.9-10.2.F. Provide a concluding paragraph or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> | <ul style="list-style-type: none"> • Write a concluding paragraph or section that supports the information presented • Choose a formal style and objective tone • Decide what organization is most effective for purpose, audience, and task • Incorporate facts, definitions, details, quotations and other information as needed |
| <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> | <ul style="list-style-type: none"> • Identify writing task type and its organizational structure • Identify and understand the writing purpose • Determine and address the audience appropriately • Understand and utilize appropriate style |
| <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> | <ul style="list-style-type: none"> • Develop and use appropriate planning templates • Understand and utilize revision techniques • Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience |
| <p>W.9-10.6. Use technology, including the Internet, to produce, share, 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> | <ul style="list-style-type: none"> • Use technology proficiently for production, publication, and collaboration • Choose and evaluate various platforms • Link and cite multiple sources • Use various technological platforms to create and evaluate shared writing products |
| <p>W.9-10.7. (Choice) 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> | <ul style="list-style-type: none"> • Conduct short and more sustained research projects • Conduct research drawing on multiple sources • Understand steps of an investigation • Develop an inquiry question • Refocus inquiry/generate additional questions when appropriate • Know how to broaden or narrow an inquiry • Synthesize and summarize information |
| <p>W.9-10.8. (Choice) 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 format for citation (MLA or APA Style Manuals).</p> | <ul style="list-style-type: none"> • Gather print and digital information • Assess credibility and accuracy of sources • Assess whether information from reliable and authoritative sources is relevant • Utilize quotes within writing to further claims • Paraphrase correctly • Follow a standard format for citation (MLA, APA, etc.) |
| <p>W.9-10.9. (Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>W.9-10.9.A. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source</p> | <ul style="list-style-type: none"> • Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. • Utilize evidence to support analysis, reflection, and research. |

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| <p>material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction informational (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>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> | <ul style="list-style-type: none"> • Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision • Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences • Synthesize research gathered over shorter time frames into a long-term research project • Manage a long-term research project that incorporates research, reflection, and revision |
| <p>Unit 1 Speaking and Listening Standards</p> | <p>Unit 1 Speaking and Listening Critical Knowledge and Skills</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 peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.1.A. 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.9-10.1.B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p> <p>SL.9-10.1.C. 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.9-10.1.D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p> | <ul style="list-style-type: none"> • Prepare for discussions • Read and research materials beforehand • Refer to evidence from texts and other research • Draw from and build on the ideas of others in a discussion • Collaborate with peers • Set guidelines for class discussions • Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity • Establish goals and roles for group members and adhere to assigned roles • Participate in friendly discussions and decision-making activities • Reflect, evaluate and respond to comments made by peers during discussion • Respect and promote diverse perspectives in a discussion or collaborative activity • Encourage others to participate in a discussion or collaborative activity • Summarize where others agree and disagree with ideas and perspectives • Continue to propel conversations by posing and responding to questions that connect to broader ideas |
| <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally),</p> | <ul style="list-style-type: none"> • Listen to and evaluate multiple sources of information in diverse formats and media • Evaluate the credibility and accuracy of each source |

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| evaluating the credibility and accuracy of each source. | |
| SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. | <ul style="list-style-type: none"> • Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant • Identify false statements or evidence, judging if any of the speaker's reasoning is misleading. • Engage as an active listener and participant • Use text/source to show fallibility in speaker's reasoning |
| SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. | <ul style="list-style-type: none"> • Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective • Draw information from primary and secondary sources, and provide a conclusion • Organize, develop, and produce a presentation in a style appropriate to my purpose and audience • Present information clearly, concisely, and logically • Use correct eye contact • Adapt volume and tone to audience and purpose • Speak with clear pronunciation |
| SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.) | <ul style="list-style-type: none"> • Adapt speech delivery to audience and purpose • Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary |
| Unit 1 Language Standards | Unit 1 Language Critical Knowledge and Skills |
| L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.1.A. Use parallel structure. L.9-10.1.B. 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. | <ul style="list-style-type: none"> • Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively • Understand the differences between a phrase and a clause and how to effectively use • Identify and use various types of phrases and clauses • Vary sentence structure to convey specific meaning and interest in writing and presentation |
| L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. L.9-10.2.B. Use a colon to introduce a list or quotation. L.9-10.2.C. Spell correctly. | <ul style="list-style-type: none"> • Use a semicolon or conjunctive adverb to link two or more closely related independent clauses • Use a colon to introduce a list or quotation • Know and use standard English spelling conventions |
| L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language. | <ul style="list-style-type: none"> • Apply knowledge of language to understand how language functions in different situations • Apply knowledge of language to make effective choices to shape the meaning and style • Apply knowledge of language to comprehend more fully when reading, listening, or speaking |

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| | <ul style="list-style-type: none"> Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work |
| <p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</p> <p>L.9-10.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as clue to the meaning of a word or phrase.</p> <p>L.9-10.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.</p> <p>L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual 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>L.9-10.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> | <ul style="list-style-type: none"> Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns Consult reference materials to derive word meanings and correct pronunciation of words Trace the etymology of words Use context clues to derive word meaning (connotation, denotation, word function and position) |
| <p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.</p> | <ul style="list-style-type: none"> Interpret and analyze the use of figurative language within a text Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk) |
| <p>L.9-10.6. Acquire and use accurately grade-appropriate 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> | <ul style="list-style-type: none"> Acquire general academic words from content-specific written texts Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level |
| Unit 1 What This May Look Like | |
| District/School Formative Assessment Plan | District/School Summative Assessment Plan |
| <i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i> | <i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i> |
| District/School Texts | District/School Supplementary Resources |
| <i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i> | <i>Districts or schools choose supplementary resources that are not considered "texts."</i> |

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Unit Plan 1 Grade 10

District/School Writing Tasks

Primary Focus

This is connected to the types of writing as indicated in the standards. Informational or Literary.

Secondary Focus

This may be to develop a skill or connect to writing from resources or research writing.

Routine Writing

This is daily writing or writing that is done several times over a week.

Instructional Best Practices and Exemplars

This is a place to capture examples of standards integration and instructional best practices.

Unit 2 Grade 10

Unit 2 Reading Standards

RL.9-10.1. Cite strong and thorough textual evidence **and make relevant connections** to support analysis of what the text says explicitly as well as inferentially, **including determining where the text leaves matters uncertain.**

RI.9-10.1. **Accurately** cite strong and thorough textual evidence, (e.g., **via discussion, written response, etc.**) **and make relevant connections**, to support analysis of what the text says explicitly as well as inferentially, **including determining where the text leaves matters uncertain.**

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, **and** provide an objective summary of the text.

RI.9-10.2. Determine a central idea of a text and **analyze how it is developed** and refined by specific details; provide an objective summary of the text.

Unit 2 Reading Critical Knowledge and Skills

- Make personal connections, make connection to other texts, and or/make global connections where relevant
- Analyze the text for inferred and literal meanings
- Evaluate the relationship between explicit and implicit details and how these details contribute to the meaning of the text
- Identify explicit and implicit textual evidence
- Distinguish the difference between strong and insufficient (unreliable) details
- Distinguish text that provides strong support from unsupported, uncertain or insufficient text
- Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience
- Support inference using several examples from the text
- Use direct quotes, paraphrase and summarize objectively
- Provide an objective summary of the text
- Evaluate a theme and central idea
- Analyze how details develop the theme/central idea
- Make inferences using implicit and explicit details
- Use the text to draw conclusions about the theme/central idea
- Formulate an objective (free of personal bias) summary of the text
- Determine how the theme/central idea emerges and is refined or strengthened through key details

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| <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>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>RL.9-10.3:</p> <ul style="list-style-type: none"> • Use strong textual support to demonstrate deeper understanding of characterization • Evaluate multiple/conflicting character motivations through analysis of character dialog and actions • Analyze character interactions as they develop plot • Evaluate simple and complex relationships and/or events and the effects on plot development <p>RI.9-10.3:</p> <ul style="list-style-type: none"> • Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected • Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text • Identify and analyze word choice that comprise of a series of ideas or events and how these key words advance tension or plot |
| <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>RI.9-10.4. 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 (e.g., how the language of a court opinion differs from that of a newspaper).</p> | <ul style="list-style-type: none"> • Identify key words and evaluate figurative meaning • Identify key words and evaluate connotative meaning • Critically examine how word choice impacts meaning • Critically examine how word choice impacts tone • Evaluate cumulative impact of word choice • Critically examine formal vs. informal tone |
| <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 specific effects (e.g. as mystery, tension, or surprise).</p> | <p>RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> | <p>RL.9-10.5:</p> <ul style="list-style-type: none"> • Evaluate and critically examine how an author has chosen to structure a text and order events within it • Critically examine and evaluate how the author's choices to structure a text and manipulate time can create mystery, tension, or surprise for the reader <p>RI.9-10.5:</p> <ul style="list-style-type: none"> • Use strong textual support to analyze how an author structures the text and develops ideas • Critically examine and evaluate how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by particular sentences, paragraphs, or longer portions of a text |

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| 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. | RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose. | RL.9-10.6: <ul style="list-style-type: none"> Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text and how culture impacts that point of view |
| | | RI.9-10.6: <ul style="list-style-type: none"> Critically examine the author's overall purpose Evaluate how an author uses various rhetorical strategies to advance that purpose |
| | RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. | <ul style="list-style-type: none"> Evaluate the similarities and differences between various accounts of a subject are told in multiple different mediums Critically examine how the details emphasized in each account of a subject told in different mediums affect the overall message |
| | RI.9-10.8. Describe 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. | <ul style="list-style-type: none"> Evaluate whether the reasoning an author uses is logical/ legitimate and if the evidence that is used is relevant to the argument or provides enough proof Use strong textual support to pinpoint any statements that are false and judge if any of the author's reasoning is misleading Evaluate what a reliable source is and what makes one questionable Identify and understand the argument presented by the author |
| | RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts. | <ul style="list-style-type: none"> Study and evaluate multiple influential U.S. documents especially how they deal with similar themes and concepts |
| Unit 2 Writing Standards | | Unit 2 Writing Critical Knowledge and Skills |
| 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. W.9-10.1.A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes | | <ul style="list-style-type: none"> Use concise and effective language that supports the organization of the argument Associate and correlate claim(s), counterclaim(s), reasons, and evidence Maintain an appropriate style and tone for the task – omitting personal bias |

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| <p>clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W.9-10.1.B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, 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.9-10.1.C. Use transitions (e.g. words, phrases, 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.9-10.1.D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.9-10.1.E. Provide a concluding paragraph or section that supports the argument presented.</p> | <ul style="list-style-type: none"> • Conclude with a paragraph or section that supports the • Write argumentative texts that examine and communicate complex ideas, concepts, or information clearly and accurately • Understand how much evidence is needed to satisfactorily support a point • Treat claims and counterclaims equitably taking into account what the audience knows as well as what concerns they might have • Develop unity and consistency with words and structure • Use relevant and sufficient facts, definitions, details, and quotes • Use sources that are appropriate to task, audience, and purpose • Choose precise words and domain-specific vocabulary • Introducing a topic arranging ideas, concepts, and information to show interrelationships • Format effectively • Develop a topic • Organize graphics • Provide multimedia when useful • Use transitions to link together the major sections of the text • Write a concluding statement that supports the information presented • Choose a formal style and objective tone • Decide what organization is most effective for purpose, audience, and task • Determine how many facts, definitions, details, quotations and other information are needed • Use text evidence to develop analysis and enhance content of argument |
| 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.) | <ul style="list-style-type: none"> • Determine writing task type and its appropriate organizational structure • Identify and understand the writing purpose • Determine and address the audience appropriately • Understand and utilize appropriate style |
| 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. | <ul style="list-style-type: none"> • Develop and use appropriate planning templates • Understand and utilize revision techniques • Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience |
| W.9-10.6. Use technology, including the Internet, to produce, share , 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. | <ul style="list-style-type: none"> • Use technology proficiently for production, publication, and collaboration • Choose and evaluate various platforms • Link and cite multiple sources • Use various technological platforms to create and evaluate shared writing products |
| W.9-10.7. (Choice) 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 | <ul style="list-style-type: none"> • Conduct short and more sustained research projects • Conduct research drawing on multiple sources • Understand steps of an investigation |

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| subject, demonstrating understanding of the subject under investigation. | <ul style="list-style-type: none"> • Develop an inquiry question • Refocus inquiry/generate additional questions when appropriate • Know how to broaden or narrow an inquiry • Synthesize and summarize information |
| W.9-10.8. (Choice) 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 format for citation (MLA or APA Style Manuals). | <ul style="list-style-type: none"> • Gather print and digital information • Assess credibility and accuracy of sources • Assess whether information from reliable and authoritative sources is relevant • Utilize quotes within writing to further claims • Paraphrase correctly • Follow a standard format for citation (MLA, APA, etc.) |
| <p>W.9-10.9. (Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>W.9-10.9.A. 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 mythology or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction informational (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> | <ul style="list-style-type: none"> • Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research • Utilize evidence to support analysis, reflection, and research |
| 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. | <ul style="list-style-type: none"> • Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision • Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences • Synthesize research gathered over shorter time frames into a long-term research project • Manage a long-term research project that incorporates research, reflection, and revision |
| Unit 2 Speaking and Listening Standards | Unit 2 Speaking and Listening Critical Knowledge and Skills |
| <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.1.A. 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.9-10.1.B. Collaborate with peers to set rules for discussions (e.g.</p> | <ul style="list-style-type: none"> • Prepare for discussions • Read and research materials beforehand • Refer to evidence from texts and other research • Draw from and build on the ideas of others in a discussion • Collaborate with peers • Set guidelines for class discussions • Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity • Establish goals and roles for group members and adhere to assigned roles |

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| <p>informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p> <p>SL.9-10.1.C. 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.9-10.1.D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p> | <ul style="list-style-type: none"> • Participate in friendly discussions and decision-making activities • Reflect upon, evaluate and respond to comments made by peers during discussion • Respect and promote diverse perspectives in a discussion or collaborative activity • Encourage others to participate in a discussion or collaborative activity • Summarize where others agree and disagree with ideas and perspectives • Continue to propel conversations by posing and responding to questions that connect to broader ideas |
| <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally), evaluating the credibility and accuracy of each source.</p> | <ul style="list-style-type: none"> • Listen to and evaluate multiple sources of information in diverse formats and media • Evaluate the credibility and accuracy of each source |
| <p>SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p> | <ul style="list-style-type: none"> • Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant • Identify false statements or evidence, judging if any of the speaker's reasoning is misleading • Engage as an active listener and participant • Use text/source to show fallibility within the speaker's argument |
| <p>SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> | <ul style="list-style-type: none"> • Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective • Draw information from primary and secondary sources, and provide a conclusion • Organize, develop, and produce a presentation in a style appropriate to my purpose and audience • Present information clearly, concisely, and logically • Use correct eye contact • Adapt volume and tone to audience and purpose • Speak with clear pronunciation |
| <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> | <ul style="list-style-type: none"> • Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements |
| <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)</p> | <ul style="list-style-type: none"> • Adapt speech delivery to audience and purpose • Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary |
| Unit 2 Language Standards | Unit 2 Language Critical Knowledge and Skills |
| <p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.1.A. Use parallel structure.</p> <p>L.9-10.1.B. Use various types of phrases (noun, verb, adjectival,</p> | <ul style="list-style-type: none"> • Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively • Understand the differences between a phrase and a clause and how to effectively use |

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| <p>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> | <ul style="list-style-type: none"> Identify and use various types of phrases and clauses Vary sentence structure to convey specific meaning and interest in writing and presentation |
| <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>L.9-10.2.B. Use a colon to introduce a list or quotation.</p> <p>L.9-10.2.C. Spell correctly.</p> | <ul style="list-style-type: none"> Use a semicolon or conjunctive adverb to link two or more closely related independent clauses Use a colon to introduce a list or quotation Know and use standard English spelling conventions |
| <p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> | <ul style="list-style-type: none"> Apply knowledge of language to understand how language functions in different situations Apply knowledge of language to make effective choices to shape the meaning and style Apply knowledge of language to comprehend more fully when reading, listening, or speaking Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work |
| <p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</p> <p>L.9-10.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as clue to the meaning of a word or phrase.</p> <p>L.9-10.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.</p> <p>L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual 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>L.9-10.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> | <ul style="list-style-type: none"> Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns Consult reference materials to derive word meanings and correct pronunciation of words Trace the etymology of words Use context clues to derive word meaning (connotation, denotation, word function and position) |
| <p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.</p> | <ul style="list-style-type: none"> Interpret and analyze the use of figurative language within a text Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk) |

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L.9-10.6. Acquire and use accurately grade-appropriate 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.

- Acquire general academic words from content-specific written texts
- Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level

Unit 2 What This May Look Like

District/School Formative Assessment Plan

Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.

District/School Summative Assessment Plan

Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

District/School Texts

Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.

District/School Supplementary Resources

Districts or schools choose supplementary resources that are not considered “texts.”

District/School Writing Tasks

Primary Focus

This is connected to the types of writing as indicated in the standards. Informational or Literary.

Secondary Focus

This may be to develop a skill or connect to writing from resources or research writing.

Routine Writing

This is daily writing or writing that is done several times over a week.

Instructional Best Practices and Exemplars

This is a place to capture examples of standards integration and instructional best practices.

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Unit 3 Reading Standards

RL.9-10.1. Cite strong and thorough textual evidence **and make relevant connections** to support analysis of what the text says explicitly as well as inferentially, **including determining where**

RI.9-10.1. **Accurately** cite strong and thorough textual evidence, **(e.g., via discussion, written response, etc.) and make relevant connections**, to support analysis of what the text

Unit 3 Reading Critical Knowledge and Skills

- Make personal connections, make connection to other texts, and or/make global connections where relevant
- Analyze the text for inferred and literal meanings
- Evaluate the relationship between explicit and implicit details and how it contributes to the meaning of the text

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| the text leaves matters uncertain. | says explicitly as well as inferentially, including determining where the text leaves matters uncertain. | <ul style="list-style-type: none"> Identify explicit and implicit textual evidence Distinguish the difference between strong and insufficient (unreliable) details Distinguish text that provides strong support from unsupported, uncertain or insufficient text Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience Support inference using several examples from the text Use direct quotes, paraphrase and summarize objectively |
| 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, and provide an objective summary of the text. | RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text. | <ul style="list-style-type: none"> Provide an objective summary of the text Evaluate a theme and central idea Analyze how details develop the theme/central idea Make inferences using explicit and implicit text evidence Use the text to draw conclusions about the theme/central idea Formulate an objective (free of personal bias) summary of the text Determine how the theme/central idea emerges and is refined or strengthened through key details |
| 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. | 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. | RL.9-10.3: <ul style="list-style-type: none"> Use strong textual support to demonstrate deeper understanding of characterization Evaluate multiple/conflicting character motivations through analysis of character dialog and actions Analyze character interactions as they develop plot Evaluate simple and complex relationships and/or events and the effects on plot development |
| | | RI.9-10.3: <ul style="list-style-type: none"> Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text Analyze and evaluate word choice that comprise a series of ideas or events and how those key words advance tension or plot |
| 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). | RI.9-10.4. 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 (e.g., how the language of a court opinion differs from that of a | <ul style="list-style-type: none"> Evaluate figurative meaning Evaluate connotative meaning Critically examine how word choice impacts meaning Critically examine how word choice impacts tone Evaluate cumulative impact of word choice Critically examine formal vs. informal tone |

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| | newspaper). | |
| 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 specific effects (e.g. as mystery, tension, or surprise. | RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). | RL.9-10.5: <ul style="list-style-type: none"> Evaluate and critically examine how an author has chosen to structure a text and order events within it Critically examine how the author’s choices to structure a text and manipulate time can create mystery, tension, or surprise for the reader |
| | | RI.9-10.5: <ul style="list-style-type: none"> Use strong textual support to analyze how an author structures the text and develops ideas Critically examine how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by particular sentences, paragraphs, or longer portions of a text |
| 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. | 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. | RL.9-10.6: <ul style="list-style-type: none"> Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text and how culture impacts that point of view |
| | | RI.9-10.6: <ul style="list-style-type: none"> Critically examine the author’s overall purpose Evaluate how an author uses various rhetorical strategies to advance that purpose |
| RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). | | <ul style="list-style-type: none"> Evaluate the similarities and differences between various accounts of a subject are told in multiple different mediums Critically examine how the details emphasized in each account of a subject told in different mediums affect the overall message |
| RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare). | | <ul style="list-style-type: none"> Use strong textual support to analyze when an author draws on and then transforms source material (such as a theme or topic) from another text Identify allusions Compare and contrast use of common ideas/topics between texts or allusions within texts |
| Unit 3 Writing Standards | | Unit 3 Writing Critical Knowledge and Skills |
| W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | | <ul style="list-style-type: none"> Convey experiences, real or imagined Use time as the deep structure of the narrative Form or structure based on a progression of events that build upon each other |

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| <p>W.9-10.3.A. 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.</p> <p>W.9-10.3.B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>W.9-10.3.C. Use a variety of techniques to sequence events so that they build on one another to create a coherent, complete, and comprehensive piece.</p> <p>W.9-10.3.D. 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>W.9-10.3.E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> | <ul style="list-style-type: none"> • Use effective details using precise language • Create clear point(s) of view established through a narrator, provide characters, and present a situation • Apply narrative techniques including dialogue, description, and plot in order to develop experiences, events, and/or characters choosing words that create vivid pictures • Provide a conclusion to the events they set out at the beginning of their narrative |
| 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.) | <ul style="list-style-type: none"> • Determine writing task type and its appropriate organizational structure • Identify and understand the writing purpose • Determine and address the audience appropriately • Understand and utilize appropriate style |
| 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. | <ul style="list-style-type: none"> • Develop and use appropriate planning templates • Understand and utilize revision techniques • Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience |
| W.9-10.6. Use technology, including the Internet, to produce, share , 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. | <ul style="list-style-type: none"> • Use technology proficiently for production, publication, and collaboration • Choose and evaluate various platforms • Link and cite multiple sources • Use various technological platforms to create and evaluate shared writing products |
| W.9-10.7. (Choice) 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. | <ul style="list-style-type: none"> • Conduct short and more sustained research projects • Conduct research drawing on multiple sources • Understand steps of an investigation • Develop an inquiry question • Refocus inquiry/generate additional questions when appropriate • Know how to broaden or narrow an inquiry • Synthesize and summarize information |
| W.9-10.8. (Choice) 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 | <ul style="list-style-type: none"> • Gather print and digital information • Assess credibility and accuracy of sources • Assess whether information from reliable and authoritative sources is relevant • Utilize quotes to further claims |

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| standard format for citation (MLA or APA Style Manuals). | <ul style="list-style-type: none"> Paraphrase correctly Follow a standard format for citation (MLA, APA, etc.) |
| <p>W.9-10.9. (Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>W.9-10.9.A. 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 mythology or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction informational (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> | <ul style="list-style-type: none"> Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research Utilize evidence to support analysis, reflection, and research |
| 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. | <ul style="list-style-type: none"> Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences Synthesize research gathered over shorter time frames into a long-term research project Manage a long-term research project that incorporates research, reflection, and revision |
| Unit 3 Speaking and Listening Standards | Unit 3 Speaking and Listening Critical Knowledge and Skills |
| <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.1.A. 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.9-10.1.B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p> <p>SL.9-10.1.C. 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.9-10.1.D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make</p> | <ul style="list-style-type: none"> Prepare for discussions Read and research materials beforehand Refer to evidence from texts and other research Draw from and build on the ideas of others in a discussion Collaborate with peers Set guidelines for class discussions Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity Establish goals and roles for group members and adhere to assigned roles Participate in friendly discussions and decision-making activities Reflect upon, evaluate and respond to comments made by peers during discussion Respect and promote diverse perspectives in a discussion or collaborative activity Encourage others to participate in a discussion or collaborative activity Summarize where others agree and disagree with ideas and perspectives Continue to propel conversations by posing and responding to questions that |

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| new connections in light of the evidence and reasoning presented. | connect to broader ideas |
| SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively , orally), evaluating the credibility and accuracy of each source. | <ul style="list-style-type: none"> Listen to and evaluate multiple sources of information in diverse formats and media Evaluate the credibility and accuracy of each source |
| SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. | <ul style="list-style-type: none"> Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant Identify false statements or evidence, judging if any of the speaker's reasoning is misleading. Engage as an active listener and participant Use text to show fallibility in speaker's argument |
| SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. | <ul style="list-style-type: none"> Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective Draw information from primary and secondary sources, and provide a conclusion Organize, develop, and produce a presentation in a style appropriate to my purpose and audience Present information clearly, concisely, and logically Use correct eye contact Adapt volume and tone to audience and purpose Speak with clear pronunciation |
| 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. | <ul style="list-style-type: none"> Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements |
| SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.) | <ul style="list-style-type: none"> Adapt speech delivery to audience and purpose Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary |
| Unit 3 Language Standards | Unit 3 Language Critical Knowledge and Skills |
| L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.1.A. Use parallel structure. L.9-10.1.B. 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. | <ul style="list-style-type: none"> Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively Understand the differences between a phrase and a clause and how to effectively use Identify and use various types of phrases and clauses Vary sentence structure to convey specific meaning and interest in writing and presentation |
| L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. L.9-10.2.B. Use a colon to introduce a list or quotation. L.9-10.2.C. Spell correctly. | <ul style="list-style-type: none"> Use a semicolon or conjunctive adverb to link two or more closely related independent clauses Use a colon to introduce a list or quotation Know and use standard English spelling conventions |

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| <p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> | <ul style="list-style-type: none"> • Apply knowledge of language to understand how language functions in different situations • Apply knowledge of language to make effective choices to shape the meaning and style • Apply knowledge of language to comprehend more fully when reading, listening, or speaking • Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work |
| <p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. L.9-10.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as clue to the meaning of a word or phrase. L.9-10.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes. L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual 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. L.9-10.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> | <ul style="list-style-type: none"> • Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns • Consult reference materials to derive word meanings and correct pronunciation of words • Trace the etymology of words • Use context clues to derive word meaning (connotation, denotation, word function and position) |
| <p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.</p> | <ul style="list-style-type: none"> • Interpret and analyze the use of figurative language within a text • Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk) |
| <p>L.9-10.6. Acquire and use accurately grade-appropriate 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> | <ul style="list-style-type: none"> • Acquire general academic words from content-specific written texts • Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level |
| <h3 style="text-align: center;">Unit 3 What This May Look Like</h3> | |
| District/School Formative Assessment Plan | District/School Summative Assessment Plan |
| <i>Formative assessment informs instruction and is ongoing throughout a unit to</i> | <i>Summative assessment is an opportunity for students to demonstrate mastery of the skills</i> |

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| <i>determine how students are progressing against the standards.</i> | | <i>taught during a particular unit.</i> |
| District/School Texts | | District/School Supplementary Resources |
| <i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i> | | <i>Districts or schools choose supplementary resources that are not considered “texts.”</i> |
| District/School Writing Tasks | | |
| Primary Focus <i>This is connected to the types of writing as indicated in the standards. Informational or Literary.</i> | Secondary Focus <i>This may be to develop a skill or connect to writing from resources or research writing.</i> | Routine Writing <i>This is daily writing or writing that is done several times over a week.</i> |
| Instructional Best Practices and Exemplars | | |
| <i>This is a place to capture examples of standards integration and instructional best practices.</i> | | |

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| Unit 4 Reading Standards | | Unit 4 Reading Critical Knowledge and Skills |
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| RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. | RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections , to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. | <ul style="list-style-type: none"> • Make personal connections, make connection to other texts, and or/make global connections where relevant • Evaluate the relationship between explicit and implicit details and how it contributes to meaning of text • Identify explicit and implicit textual evidence • Distinguish the difference between strong and insufficient (unreliable) details • Distinguish text that provides strong support from unsupported, uncertain or insufficient text • Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience • Support inference using several examples from the text • Use direct quotes, paraphrase and summarize objectively • Analyze text for inferred and literal meanings |

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| 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, and provide an objective summary of the text. | RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text. | <ul style="list-style-type: none"> • Provide an objective summary of the text • Evaluate a theme and central idea • Analyze how details develop the theme/central idea • Make inferences using implicit and explicit text evidence • Use the text to draw conclusions about the theme/central idea • Formulate an objective (free of personal bias) summary of the text • Determine how the theme/central idea emerges and is refined or strengthened through key details |
| 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. | 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. | RL.9-10.3: <ul style="list-style-type: none"> • Use strong textual support to demonstrate deeper understanding of characterization • Evaluate multiple/conflicting character motivations through analysis of character dialog and actions • Analyze character interactions as they develop plot • Evaluate simple and complex relationships and/or events and the effects on plot development |
| | | RI.9-10.3: <ul style="list-style-type: none"> • Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected • Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text • Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or plot |
| 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). | RI.9-10.4. 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 (e.g., how the language of a court opinion differs from that of a newspaper). | <ul style="list-style-type: none"> • Evaluate figurative meaning • Evaluate connotative meaning • Critically examine how word choice impacts meaning • Critically examine how word choice impacts tone • Evaluate cumulative impact of word choice • Critically examine formal vs. informal tone |
| 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 specific effects (e.g. as | RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or | RL.9-10.5: <ul style="list-style-type: none"> • Evaluate and critically examine how an author has chosen to structure a text and order events within it • Critically examine how the author's choices to structure a text and manipulate time can create mystery, tension, or surprise for the reader |

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| mystery, tension, or surprise. | chapter). | RI.9-10.5: <ul style="list-style-type: none"> • Use strong textual support to analyze how an author structures the text and develops ideas • Critically examine how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by particular sentences, paragraphs, or longer portions of a text |
| 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. | 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. | RL.9-10.6: <ul style="list-style-type: none"> • Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States • Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text and how culture impacts that point of view |
| | | RI.9-10.6: <ul style="list-style-type: none"> • Critically examine the author's overall purpose • Evaluate how an author uses various rhetorical strategies to advance that purpose |
| RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare). | RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts. | RL.9-10.9: <ul style="list-style-type: none"> • Use strong textual support to analyze when an author draws on and then transforms source material (such as a theme or topic) from another text |
| | | RI.9-10.9: <ul style="list-style-type: none"> • Study and evaluate influential U.S. documents • Evaluate the theme and significant concepts as these are relevant to the historical context and background knowledge |
| RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above. | RI.9-10.10. By the end of grade 10, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above. | <ul style="list-style-type: none"> • Closely read various forms of literature independently and fluently, including stories, dramas, and poems • Demonstrate comprehension of various forms of literary text • Make connections among ideas and between texts • Consider a wider range of textual evidence • Become more sensitive to inconsistencies, ambiguities, and poor reasoning in texts • Monitor comprehension • Determine when comprehension is not occurring, and subsequently employ appropriate reading and note-taking strategies and/or ask for help in order to |

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| | understand portions of a difficult text |
| Unit 4 Writing Standards | Unit 4 Writing Critical Knowledge and Skills |
| <p>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.9-10.2.A. 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.9-10.2.B. 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.9-10.2.C. 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.9-10.2.D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>W.9-10.2.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.9-10.2.F. Provide a concluding paragraph or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> | <ul style="list-style-type: none"> • Develop a strong formal style appropriate for the task • Maintain a tone that is free of bias • Integrate multimedia when appropriate and effective • Use relevant and sufficient facts, definitions, details, and quotes • Use sources that are appropriate to task, audience, and purpose • Choose precise words and domain-specific vocabulary • Introduce a topic arranging ideas, concepts, and information to show interrelationships • Format effectively • Develop a topic • Organize graphics • Provide multimedia when useful • Use transitions to link together the major sections of the text • Write a concluding paragraph or section that supports the information presented • Choose a formal style and objective tone • Decide what organization is most effective for purpose, audience, and task • Determine how many facts, definitions, details, quotations and other information are needed |
| 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.) | <ul style="list-style-type: none"> • Determine writing task type and its appropriate organizational structure • Identify and understand the writing purpose • Determine and address the audience appropriately • Understand and utilize appropriate style |
| 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. | <ul style="list-style-type: none"> • Develop and use appropriate planning templates • Understand and utilize revision techniques • Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience |
| W.9-10.6. Use technology, including the Internet, to produce, share , 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. | <ul style="list-style-type: none"> • Use technology proficiently for production, publication, and collaboration • Choose and evaluate various platforms • Link and cite multiple sources • Use various technological platforms to create and evaluate shared writing products |
| W.9-10.7. (Choice) Conduct short as well as more sustained research projects to | <ul style="list-style-type: none"> • Conduct short and more sustained research projects |

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| 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. | <ul style="list-style-type: none"> • Conduct research drawing on multiple sources • Understand steps of an investigation • Develop an inquiry question • Refocus inquiry/generate additional questions when appropriate • Know how to broaden or narrow an inquiry • Synthesize and summarize information |
| W.9-10.8. (Choice) 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 format for citation (MLA or APA Style Manuals). | <ul style="list-style-type: none"> • Gather print and digital information • Assess credibility and accuracy of sources • Assess whether information from reliable and authoritative sources is relevant • Utilize quotes to further claims • Paraphrase correctly • Follow a standard format for citation (MLA, APA, etc.) |
| W.9-10.9. (Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. W.9-10.9.A. 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 mythology or the Bible or how a later author draws on a play by Shakespeare]"). W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction informational (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"). | <ul style="list-style-type: none"> • Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. • Utilize evidence to support analysis, reflection, and research |
| 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. | <ul style="list-style-type: none"> • Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision • Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences • Synthesize research gathered over shorter time frames into a long-term research project • Manage a long-term research project that incorporates research, reflection, and revision |
| Unit 4 Speaking and Listening Standards | Unit 4 Speaking and Listening Critical Knowledge and Skills |
| SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.9-10.1.A. 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 | <ul style="list-style-type: none"> • Prepare for discussions • Read and research materials beforehand • Refer to evidence from texts and other research • Draw from and build on the ideas of others in a discussion • Collaborate with peers • Set guidelines for class discussions • Clarify, verify, or challenge ideas and conclusions in a discussion or |

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| <p>to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.9-10.1.B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p> <p>SL.9-10.1.C. 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.9-10.1.D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p> | <p>collaborative activity</p> <ul style="list-style-type: none"> • Establish goals and roles for group members and adhere to assigned roles • Participate in friendly discussions and decision-making activities • Reflect upon, evaluate and respond to comments made by peers during discussion • Respect and promote diverse perspectives in a discussion or collaborative activity • Encourage others to participate in a discussion or collaborative activity • Summarize where others agree and disagree with ideas and perspectives • Continue to propel conversations by posing and responding to questions that connect to broader ideas |
| <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally), evaluating the credibility and accuracy of each source.</p> | <ul style="list-style-type: none"> • Listen to and evaluate multiple sources of information in diverse formats and media • Evaluate the credibility and accuracy of each source |
| <p>SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p> | <ul style="list-style-type: none"> • Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant • Identify false statements or evidence, judging if any of the speaker's reasoning is misleading • Move from passive listener to active participant • Use text/source to show fallibility in speaker's reasoning |
| <p>SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> | <ul style="list-style-type: none"> • Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective • Draw information from primary and secondary sources, and provide a conclusion • Organize, develop, and produce a presentation in a style appropriate to my purpose and audience • Present information clearly, concisely, and logically • Use correct eye contact • Adapt volume and tone to audience and purpose • Speak with clear pronunciation |
| <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> | <ul style="list-style-type: none"> • Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements. |
| <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)</p> | <ul style="list-style-type: none"> • Adapt speech delivery to audience and purpose • Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary |
| <p>Unit 4 Language Standards</p> | <p>Unit 4 Language Critical Knowledge and Skills</p> |
| <p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.1.A. Use parallel structure.</p> | <ul style="list-style-type: none"> • Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively • Understand the differences between a phrase and a clause and how to effectively |

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| <p>L.9-10.1.B. 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>use</p> <ul style="list-style-type: none"> Identify and use various types of phrases and clauses Vary sentence structure to convey specific meaning and interest in writing and presentation |
| <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>L.9-10.2.B. Use a colon to introduce a list or quotation.</p> <p>L.9-10.2.C. Spell correctly.</p> | <ul style="list-style-type: none"> Use a semicolon or conjunctive adverb to link two or more closely related independent clauses Use a colon to introduce a list or quotation Know and use standard English spelling conventions |
| <p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> | <ul style="list-style-type: none"> Apply knowledge of language to understand how language functions in different situations Apply knowledge of language to make effective choices to shape the meaning and style Apply knowledge of language to comprehend more fully when reading, listening, or speaking Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work |
| <p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</p> <p>L.9-10.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as clue to the meaning of a word or phrase.</p> <p>L.9-10.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.</p> <p>L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual 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>L.9-10.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> | <ul style="list-style-type: none"> Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns Consult reference materials to derive word meanings and correct pronunciation of words Trace the etymology of words Use context clues to derive word meaning (connotation, denotation, word position and function) |
| <p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>L.9-10.5.B. Analyze nuances in the meaning of words with similar</p> | <ul style="list-style-type: none"> Interpret and analyze the use of figurative language within a text Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk) |

Curricular Framework English Language Arts-Grade 10

| Unit Plan 4 Grade 10 | | |
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| denotations. | | |
| L.9-10.6. Acquire and use accurately grade-appropriate 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. | | <ul style="list-style-type: none"> • Acquire general academic words from content-specific written texts • Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level |
| Unit 4 What This May Look Like | | |
| District/School Formative Assessment Plan | | District/School Summative Assessment Plan |
| <i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i> | | <i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i> |
| District/School Texts | | District/School Supplementary Resources |
| <i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i> | | <i>Districts or schools choose supplementary resources that are not considered “texts.”</i> |
| District/School Writing Tasks | | |
| Primary Focus <i>This is connected to the types of writing as indicated in the standards. Informational or Literary.</i> | Secondary Focus <i>This may be to develop a skill or connect to writing from resources or research writing.</i> | Routine Writing <i>This is daily writing or writing that is done several times over a week.</i> |
| Instructional Best Practices and Exemplars | | |
| <i>This is a place to capture examples of standards integration and instructional best practices.</i> | | |