

Oxford Area School District English Language Arts - Grade 10 - Scope and Sequence, First Quarter:

Reading Informational Text

1.2

- (A) Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- (B) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- (D) Determine an author's particular point of view and analyze how rhetoric advances the point of view.
- (F) Analyze how words and phrases shape meaning and tone in texts.
- (K) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- (L) Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Reading Literature

1.3

- (3B) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- (3C) Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- (3D) Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
- (3E) Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.
- (3G) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- (3H) Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- (J) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- (K) Read and comprehend literary fiction on grade level, reading independently and proficiently.

Writing

1.4

- (A) Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- (B) Write with a sharp distinct focus identifying topic, task, and audience.
- (C) Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
- (D) Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
- (E) Write with an awareness of the stylistic aspects of composition—Informative/Explanatory. (A) Use precise language and domain-specific vocabulary to manage the complexity of the topic. (B) Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- (F) Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
- (S) Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.
- (T) 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.
- (X) 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 discipline-specific tasks, purposes and audiences.

Speaking and Listening

1.5

- (A) Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- (5B) Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- (5D) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

Oxford Area School District English Language Arts - Grade 10 - Scope and Sequence, Second Quarter:

Reading Informational Text

1.2

- (A) Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- (B) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- (D) Determine an author's particular point of view and analyze how rhetoric advances the point of view.
- (F) Analyze how words and phrases shape meaning and tone in texts.
- (K) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- (L) Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- (I) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- (I) Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

Reading Literature

1.3

- (A) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- (B) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- (C) Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- (D) Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
- (E) Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.
- (F) Analyze how words and phrases shape meaning and tone in texts.
- (I) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools.

Writing

1.4

- (G) Write arguments to support claims in an analysis of substantive topics.
- (H) Write with a sharp distinct focus identifying topic, task, and audience.
- (I) Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- (4J) Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
- (K) Write with an awareness of the stylistic aspects of composition—Argumentative. (A) Use precise language and domain-specific vocabulary to manage the complexity of the topic. (B) Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- (L) Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
- (S) Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.
- (T) 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.
- (X) 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 discipline-specific tasks, purposes and audiences.

Speaking and Listening

1.5

- (A) Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- (B) Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- (D) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

Oxford Area School District English Language Arts - Grade 10 - Scope and Sequence, Third Quarter:

Reading Informational Text 1.2

- (A) Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- (B) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- (C) Apply appropriate strategies to analyze, interpret, and evaluate how an 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.
- (D) Determine an author's particular point of view and analyze how rhetoric advances the point of view.
- (E) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- (F) Analyze how words and phrases shape meaning and tone in texts.
- (G) Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- (H) Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
- (I) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- (K) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- (L) Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Reading Literature 1.3

- (A) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- (B) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- (C) Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- (D) Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
- (E) Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.
- (F) Analyze how words and phrases shape meaning and tone in texts.

Writing 1.4

- (M) Write narratives to develop real or imagined experiences or events.
- (N) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.
- (O) Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
- (P) Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- (Q) Write with an awareness of the stylistic aspects of writing.
- (R) Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
- (S) Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.
- (T) 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.
- (X) 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 discipline-specific tasks, purposes and audiences.

Speaking and Listening 1.5

- (A) Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Oxford Area School District English Language Arts - Grade 10 - Scope and Sequence, Fourth Quarter:

Reading Informational Text 1.2

- (A) Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- (B) Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- (C) Apply appropriate strategies to analyze, interpret, and evaluate how an 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.
- (D) Determine an author's particular point of view and analyze how rhetoric advances the point of view.
- (E) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- (F) Analyze how words and phrases shape meaning and tone in texts.
- (G) Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- (H) Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
- (J) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- (K) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- (L) Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Reading Literature 1.3

- (C) Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- (D) Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
- (G) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- (H) Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

Writing 1.4

- (S) Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.
- (T) 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.
- (X) 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 discipline-specific tasks, purposes and audiences.
- (U) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- (V) 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.
- (W) 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.

Speaking and Listening 1.5

- (A) Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- (B) Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- (D) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

Course/ Grade:	English Language Arts – Grade 10	Instructional Unit:	Unit 1: Literary Elements	Suggested Timeline:	6-8 weeks
Overview:			Essential Questions:		
Students apply a broad range of reading, writing, speaking, and listening skills to fiction texts. Students address how a speaker’s knowledge and experiences shape and influence his/her perspective. Key outcomes include developing and analyzing a topic with relevant, well-chosen, and sufficient facts, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; evaluating a speaker’s perspective, reasoning, and use of evidence and rhetoric; and presenting information, findings, and supporting evidence appropriate to purpose, audience, and task.			SWBAT close read to identify key ideas and details, analyze craft and structure and make connections in a fiction text.		
Essential Learning Targets:					
At the end of this unit, students will be able to independently use their learning to:					
<ul style="list-style-type: none">• Determine a theme or central idea of a text and analyze in detail its development over the course of the text• Cite strong and thorough textual evidence to support analysis of what the text says explicitly• Analyze how complex characters develop over the course of a text• Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples					
Reading Informational Text	Reading Literature		Writing	Speaking and Listening	
	CC.1.3.9-10.A - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it		CC.1.4.9-10.C - Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or	CC.1.5.9-10.A - Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues,	

	<p>emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.3.9-10.B - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</p> <p>CC.1.3.9-10.C - Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.1.3.9-10.E - Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.</p> <p>CC.1.3.9-10.F - Analyze how words and phrases shape meaning and tone in texts.</p>	<p>other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p>	<p>building on others' ideas and expressing their own clearly and persuasively.</p>
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	CC.1.3.9-10.1 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools.		
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Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
	<p>Plot</p> <p>Plot structure – exposition, rising action, climax, falling action, resolution</p> <p>Plot sequence – chronological order, flashback, parallel plots, in media res, frame</p> <p>Pacing</p> <p>Foreshadowing</p> <p>Conflict – external/internal, human vs.</p>	<p>Annotating</p> <p>Narrative</p> <p>Expository essay</p> <p>Hook</p> <p>Transition from hook to thesis</p> <p>Thesis statement</p> <p>Topic sentence</p> <p>Support sentences</p> <p>Transition</p>	

	self/human/nature/society Setting Imagery Characterization – indirect/direct Character motivation Character foil Dialogue Protagonist/antagonist Flat/round character Dynamic/static character Archetype Subordinate character Theme Genre Close reading	Evaluative comment	
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	<i>Coming of age</i> <i>Dystopia</i>		
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Resources	Resources	Resources	Resources
Savvas MyPerspectives Text	Savvas MyPerspectives Text (CP and HN only): <i>A Separate Peace</i> by John Knowles (HN only): <i>Jane Eyre</i> by Charlotte Bronte (summer read) (HN only): <i>Brave New World</i> by Aldous Huxley (HN only): <i>1984</i> by George Orwell (summer read) (HN only): <i>Hiroshima</i> by John Hersey (summer read)	Savvas MyPerspectives Text ELA writing guide Keystone writing rubric	Savvas MyPerspectives Text
Performance	Performance	Performance	Performance

Tasks/Assessments	Tasks/Assessments	Tasks/Assessments	Tasks/Assessments
	<p>Close reading questions and annotations</p> <p>Reading quizzes</p> <p>(CP and HN only): <i>A Separate Peace</i> expository essay</p> <p>(HN only): <i>Jane Eyre</i> expository essay</p> <p>(HN only): <i>Brave New World</i> expository essay</p> <p>(HN only): <i>1984</i> expository essay</p> <p>(HN only): <i>Hiroshima</i> expository essay</p> <p>Unit exam</p>	<p>4-6 opinion and argumentative analyses</p> <p>1-2 narratives to convey experiences, events or procedures</p> <p>(CP and HN only): <i>A Separate Peace</i> expository essay</p> <p>(HN only): <i>Jane Eyre</i> expository essay</p> <p>(HN only): <i>Brave New World</i> expository essay</p> <p>(HN only): <i>1984</i> expository essay</p> <p>(HN only): <i>Hiroshima</i> expository essay</p> <p>Ticket out the door</p> <p>Graphic organizers</p>	<p>Partner share</p> <p>Meaningful collaborative discussion</p> <p>Think-pair-share</p>

Course/ Grade:	English Language Arts - Grade 10	Instructional Unit:	Unit 2: Author’s Voice	Suggested Timeline:	6-8 weeks
Overview: Students apply a broad range of reading, writing, speaking, and listening skills to nonfiction texts. Students address how a speaker’s knowledge and experiences shape and influence his/her perspective. Key outcomes include developing and analyzing a topic with relevant, well-chosen, and sufficient facts, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; evaluating a speaker’s perspective, reasoning, and use of evidence and rhetoric; and presenting information, findings, and supporting evidence appropriate to purpose, audience, and task.			Essential Questions: SWBAT close read to identify key ideas and details, analyze craft and structure and make connections in a nonfiction text.		
Essential Learning Targets: At the end of this module, students will be able to independently use their learning to: <ul style="list-style-type: none">• Determine the point of view of the text.• Analyze various accounts of a subject told in different mediums.• Delineate and evaluate the argument and specific claims in a text and assess its validity.• Acquire and use accurately general academic and domain-specific words and phrases.• Evaluate the use of rhetorical devices in speeches.• Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.					
Reading Informational Text	Reading Literature		Writing	Speaking and Listening	
CC.1.2.9-10.C - Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in			CC.1.2.9–10.D Determine an author’s particular point of view and analyze how rhetoric advances		

<p>which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>CC.1.2.9-10.E - Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>CC.1.2.9-10.G - Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>CC.1.2.9-10.H - Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.</p> <p>CC.1.2.9-10.J - Acquire and use</p>		<p>the point of view.</p> <p>CC.1.4.9-10.J - Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p>	
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<p>accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.9-10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>			
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Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
<p>Essay – expository, persuasive, reflective, narrative, descriptive</p> <p>Speech – address, lecture, talk, sermon, presentation, extemporaneous speech</p>			

Author's purpose – inform, entertain, persuade Central idea Point of view – first-person, second-person, third-person omniscient, third-person limited Mood Tone Style Structure Diction Syntax Denotation/connotation Rhetorical devices – repetition, parallel structure, restatement, rhetorical questions, analogies			
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Resources	Resources	Resources	Resources
Savvas MyPerspectives Text	Savvas MyPerspectives Text	Savvas MyPerspectives Text	Savvas MyPerspectives Text
Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments
Close reading questions and		Ticket out the door	Partner share

annotations Reading quizzes Unit exam		Graphic organizers 4-6 opinion and argumentative analyses	Meaningful collaborative discussion Think-pair-share
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Course/ Grade:	English Language Arts -Grade 10	Instructional Unit:	Unit 3: Poetic Devices	Suggested Timeline:	6-8 weeks
Overview:			Essential Questions:		
Students apply a broad range of reading, writing, speaking, and listening skills to fiction texts. Students address how a speaker’s knowledge and experiences shape and influence his/her perspective. Key outcomes include developing and analyzing a topic with relevant, well-chosen, and sufficient facts, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; evaluating a speaker’s perspective, reasoning, and use of evidence and rhetoric; and presenting information, findings, and supporting evidence appropriate to purpose, audience, and task.			SWBAT close read to identify key ideas and details, analyze craft and structure and make connections in poetry and other fiction texts.		
Essential Learning Targets:					
At the end of this module, students will be able to independently use their learning to:					
<ul style="list-style-type: none">Analyze how complex characters develop over the course of a textDetermine the point of view of the text and analyze its impact on the meaning of the textAnalyze the representation of a subject or a key scene in two different artistic mediumsAnalyze how an author draws on and transforms themes, topics, character types, and/or other text elementsEvaluate a speaker’s perspective, reasoning, and use of evidence and rhetoricPresent information, findings, and supporting evidence clearly, concisely, and logically					
Reading Informational Text	Reading Literature	Writing		Speaking and Listening	
	CC.1.3.9-10.C - Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or	CC.1.4.9-10.J - Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use		CC.1.5.9-10.A - Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues,	

	<p>develop the theme.</p> <p>CC.1.3.9-10.D - Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</p> <p>CC.1.3.9-10.G - Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p> <p>CC.1.3.9-10.H - Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.</p>	<p>words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.9-10.B - Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>CC.1.5.9-10.D - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.</p>
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Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
	<p>Speaker</p> <p>Literal/figurative meaning</p>	<p>Annotating</p> <p>Vignette</p>	<p>Collaborative discussion</p>

	Denotation/connotation Close reading Figurative/literal language Symbolism Simile Metaphor Extended metaphor Personification Hyperbole Allusion Alliteration Assonance/consonance Onomatopoeia Repetition Rhyme – end rhyme, internal rhyme, exact rhyme, slant	Poem	
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	<p>rhyme</p> <p>Rhyme scheme</p> <p>Formal verse</p> <p>Blank verse</p> <p>Free verse</p> <p>Stanza</p> <p>Quatrain</p> <p>Couplet</p> <p>Meter</p> <p>Scanning</p> <p>Feet – iamb</p> <p>Enjambment</p> <p>Narrative poem</p> <p>Epic poem</p> <p>Ballad</p> <p>Dramatic poetry</p>		
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	<p>Lyric poem</p> <p>Ode</p> <p>Elegy</p> <p>Sonnet – Shakespearean, Petrarchan</p> <p>Villanelle</p> <p>Haiku</p> <p>Tanka</p>		
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Resources	Resources	Resources	Resources
Savvas MyPerspectives Text	<p>Savvas MyPerspectives Text</p> <p>(AC and CP only) <i>The House on Mango Street</i></p>	<p>Savvas MyPerspectives Text</p> <p>ELA writing guide</p> <p>Keystone writing rubric</p>	Savvas MyPerspectives Text

Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments
	<p>Close reading questions and annotations</p> <p>Reading quizzes</p> <p>(HN and AC only): <i>The House on Mango Street</i> expository essay</p> <p>Unit exam</p>	<p>4-6 opinion and argumentative analyses</p> <p>(CP only): Vignette creative writing assignment</p> <p>(AC only): <i>The House on Mango Street</i> expository essay</p> <p>Ticket out the door</p> <p>Graphic organizers</p>	<p>Partner share</p> <p>Meaningful collaborative discussion</p> <p>Think-pair-share</p>

Course/ Grade:	English Language Arts -Grade 10	Instructional Unit:	Unit 4: Drama	Suggested Timeline:	6-8 weeks
Overview: Students apply a broad range of reading, writing, speaking, and listening skills. Students address how a speaker influences the views and opinions of his or her audience. Key outcomes include citing strong and thorough textual evidence to support analysis of a text; analyzing how an author’s choices create a desired effect; analyzing how an author transforms text elements in a written work; evaluating the use of rhetorical devices in speeches; and presenting information, findings, and supporting evidence appropriate to purpose, audience, and task.			Essential Questions: SWBAT close read to identify key ideas and details, analyze craft and structure and make connections in a drama.		
Essential Learning Targets: At the end of this module, students will be able to: <ul style="list-style-type: none">• Cite strong and thorough textual evidence to support analysis of a text.• Analyze how an author’s choices create a desired effect.• Analyze how an author transforms text elements in a written work.• Present information, findings, and supporting evidence appropriate to purpose, audience, and task.					
Reading Informational Text	Reading Literature		Writing		Speaking and Listening
	CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author’s explicit assumptions		CC.1.4.9-10.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.		CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others’ ideas and expressing their own

	<p>and beliefs about a subject.</p> <p>CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.1.3.9-10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</p> <p>CC.1.3.9-10.E Analyze how an author’s choices concerning how to structure a text, order events within it and manipulate time create an effect.</p> <p>CC.1.3.9-10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p>	<p>CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.</p>	<p>clearly and persuasively.</p>
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	<p>CC.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.</p> <p>CC.1.3.9-10.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition— Informative/Explanatory. (A) Use precise language and domain-specific vocabulary to manage the complexity of the topic. (B) Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.9-10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p>	
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		<p>CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.9-10.X 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 discipline-specific tasks, purposes and audiences.</p>	
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Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
	<p>Irony – dramatic, verbal, situational</p> <p>Ambiguity</p> <p>Playwright</p>	<p>Annotating</p> <p>Expository essay</p>	<p>Collaborative discussion</p>

	Acts and scenes		
	Stage directions		
	Sets		
	Props		
	Tragedy		
	Tragic hero		
	Tragic flaw		
	Comedy		
	Dialogue		
	Chorus		
	Monologue		
	Soliloquy		
	Aside		

Resources	Resources	Resources	Resources
Savvas MyPerspectives Text	Savvas MyPerspectives Text (All levels): <i>Julius Caesar</i> by Shakespeare (CP and HN only): <i>Antigone</i> by Sophocles	Savvas MyPerspectives Text ELA writing guide Keystone writing rubric	Savvas MyPerspectives Text
Performance	Performance	Performance	Performance

Tasks/Assessments	Tasks/Assessments	Tasks/Assessments	Tasks/Assessments
Close reading	<p>Close reading questions and annotations</p> <p>Reading quizzes</p> <p><i>Julius Caesar/Antigone</i> expository essay</p> <p>Unit exam</p>	<p>4-6 opinion and argumentative analyses</p> <p>(AC only): <i>Julius Caesar</i> expository essay</p> <p>(CP and HN only): <i>Julius Caesar/Antigone</i> expository essay</p> <p>Ticket out the door</p> <p>Graphic organizers</p>	<p>Partner share</p> <p>Meaningful collaborative discussion</p> <p>Think-pair-share</p>

Course/ Grade:	English Language Arts -Grade 10	Instructional Unit:	Unit 5: Allegory	Suggested Timeline:	6-8 weeks
Overview: Students apply a broad range of reading, writing, speaking, and listening skills to fiction texts. Students address how a speaker’s knowledge and experiences shape and influence his/her perspective. Key outcomes include developing and analyzing a topic with relevant, well-chosen, and sufficient facts, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; evaluating a speaker’s perspective, reasoning, and use of evidence and rhetoric; and presenting information, findings, and supporting evidence appropriate to purpose, audience, and task.			Essential Questions: SWBAT close read to identify key ideas and details, analyze craft and structure and make connections in a fiction text.		
Essential Learning Targets: <ul style="list-style-type: none">• Determine a theme or central idea of a text and analyze in detail its development over the course of the text.• Cite strong and thorough textual evidence to support analysis of what the text says explicitly.• Analyze how complex characters develop over the course of a text.• Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.					
Reading Informational Text	Reading Literature	Writing		Speaking and Listening	
	CC.1.3.9-10.A - 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	CC.1.4.9-10.C - Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and		CC.1.5.9-10.A - Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others’ ideas and	

	<p>refined by specific details; provide an objective summary of the text.</p> <p>CC.1.3.9-10.B - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.</p> <p>CC.1.3.9-10.C - Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.1.3.9-10.E - Analyze how an author’s choices concerning how to structure a text, order events within it and manipulate time create an effect.</p> <p>CC.1.3.9-10.F - Analyze how words and phrases shape meaning and tone in texts.</p>	<p>examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p>	<p>expressing their own clearly and persuasively.</p>
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	CC.1.3.9-10.I - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from a range of strategies and tools.		
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Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
	Allegory Symbolism	Annotating	Collaborative discussion

Resources	Resources	Resources	Resources
Savvas MyPerspectives Text	Savvas MyPerspectives Text (All levels): <i>Lord of the Flies</i> by William Golding (HN only): <i>Frankenstein</i> by Mary Shelley	Savvas MyPerspectives Text ELA writing guide Keystone writing rubric	Savvas MyPerspectives Text
Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments
Close reading	Close reading questions and	4-6 opinion and argumentative	Partner share

	<p>annotations</p> <p>Reading quizzes</p> <p><i>Lord of the Flies</i> creative project</p> <p>Unit exam</p>	<p>analyses</p> <p>1-2 narratives to convey experiences, events or procedures</p> <p>(HN only): <i>Frankenstein</i> research based assignment</p> <p>(CP and AC only): <i>Lord of the Flies</i> creative project/<i>paper</i></p> <p>Ticket out the door</p> <p>Graphic organizers</p>	<p>Meaningful collaborative discussion</p> <p>Think-pair-share</p> <p>(CP and AC only): <i>Lord of the Flies</i> creative project</p>
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