

# 10<sup>th</sup> Grade ELA

## 1<sup>st</sup> 9 Week Pacing Guide

June 2016

Reading Literature Reading: Informational
<b>Week 1</b> RL.10.1/RI.10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>Week 2</b> RL.10.4/RI.10.4 - Determine the meaning of words and phrases as they are used in the text.
<b>Week 3</b> RL.10.2/RI.10.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text.
<b>Week 4</b> RL.10.3 - Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RI.10.3 - Analyze how the author unfolds an analysis or series of ideas or events.
<b>Week 5</b> RI.10.8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
<b>Week 6</b> RL.10.6 - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States. RI.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.
<b>Week 7</b> RL.10.7 - Analyze the representation of a subject or a key scene in two different artistic mediums. RI.10.7 - Analyze various accounts of a subject told in different mediums
<b>Week 8</b> Spiral review and practice
<b>Week 9</b> BMA 1

Language
<b>Week 1</b> L.10.4 - Determine the meaning of words and phrases as they are used in the text. L.10.6 - Acquire and use accurately general academic and domain-specific words and phrases.
<b>Week 2</b> L.10.2c - Spell correctly. L.10.4c - Consult general and specialized reference materials
<b>Week 3</b> L.10.4d - Verify the preliminary determination of the meaning of a word or phrase
<b>Week 4</b> L.10.5a - Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
<b>Week 5</b> L.10.5a - Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
<b>Week 6</b> L.10.4b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech L.10.5b - Analyze nuances in the meaning of words with similar denotations.
<b>Week 7</b> L.10.3a - Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i> ) appropriate for the discipline and writing type.
<b>Week 8</b> Spiral review and practice
<b>Week 9</b> BMA 1

Writing**
<b>Week 1 – Week 4: Narrative</b> W.10.3a - 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. W.10.3b - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. W.10.3c - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. W.10.3d - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. W.10.3e - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>Week 5 – Week 8: Informational</b> W.10.2a - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, and multimedia when useful to aiding comprehension. W.10.2b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations W.10.2c - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. W.10.2d - Use precise language and domain-specific vocabulary to manage the complexity of the topic. W.10.2e - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. W.10.2f - Provide a concluding statement or section that follows from and supports the information or explanation presented
<b>Week 9</b> BMA 1

\*Each week's skills will be spiraled throughout the nine weeks as appropriate within the mentor text or writing activity. Each skill will be repeated with subsequent texts.

\*\*Extended writing pieces to incorporate practice on weekly language skills.

\*\*\*Standards not listed (ex. speaking and listening standards) are assessed formatively in the classroom and used to support instructional delivery of the paced standards.

# 10<sup>th</sup> Grade ELA

## 2<sup>nd</sup> 9-Week Pacing Guide

June 2016

Reading Literature Reading: Informational
<b>Week 10</b> RL.10.1/RI.10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.10.4/RI.10.4 - Determine the meaning of words and phrases as they are used in the text.
<b>Week 11</b> RI.10.8 – Delineate and evaluate the argument and specific claims in a text; assess evidence
<b>Week 12</b> RL.10.5 - Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. RI.10.5 - Analyze in detail how an author’s ideas or claims are developed and refined
<b>Week 13</b> RL.10.10 - Analyze how an author draws on and transforms source material in a specific work RI.10.5 - Analyze seminal U.S. documents of historical and literary significance
<b>Week 14</b> RL.10.3 – Analyze how lines of dialogue propel the story, provoke a decision, etc. RI.10.3 – Analyze how a text makes connections among and distinctions between individuals, ideas, or events
<b>Week 15</b> RL.10.2 – Determine theme or central idea of a literary text; summarize RI.10.2 – Determine the central idea of a text & analyze its development; summarize
<b>Week 16</b> RL.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.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.
<b>Week 17</b> Spiral review and practice
<b>Week 18</b> BMA 2

Language
<b>Week 10</b> L.10.4 - Determine the meaning of words and phrases as they are used in the text. L.10.1b - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>Week 11</b> L.10.1a - Use parallel structure.
<b>Week 12</b> L.10.1a - Use parallel structure. L.10.2a - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
<b>Week 13</b> L.10.1a - Use parallel structure. L.10.2b - Use a colon to introduce a list or quotation.
<b>Week 14</b> L.10.1b - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.10.3a - Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
<b>Week 15</b> L.10.1b - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.10.3a - Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
<b>Week 16</b> L.10.1b - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.10.3a - Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
<b>Week 17</b> Spiral review and practice
<b>Week 18</b> BMA 2

Writing**
<b>Week 10 – Week 13: Argumentative</b> W.10.1a - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.  W.10.1b - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.  W.10.1c - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  W.10.1d - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  W.10.1e - Provide a concluding statement or section that follows from and supports the argument presented.
<b>Week 14 – Week 17: Narrative</b> W.10.3a - 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. W.10.3b - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. W.10.3c - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. W.10.3d - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. W.10.3e - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>Week 18</b> BMA 2

\*Each week’s skills will be spiraled throughout the nine weeks as appropriate within the mentor text or writing activity. Each skill will be repeated with subsequent texts.

\*\*Extended writing pieces to incorporate practice on weekly language skills.

\*\*\*Standards not listed (ex. speaking and listening standards) are assessed formatively in the classroom and used to support instructional delivery of the paced standards.

# 10<sup>th</sup> Grade ELA

## 3rd 9-Week Pacing Guide

June 2016

Reading Literature Reading: Informational
<b>Week 19</b> RL.10.1/RI.10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.10.4/RI.10.4 - Determine the meaning of words and phrases as they are used in texts.
<b>Week 20</b> RL.10.2 – Determine theme or central idea of a literary text; summarize RI.10.2 – Determine the central idea of a text & analyze its development; summarize
<b>Week 21</b> RL.10.3 – Analyze how lines of dialogue propel the story, provoke a decision, etc. RI.10.3 – Analyze how a text makes connections among and distinctions between individuals, ideas, or events
<b>Week 22</b> RL.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.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.
<b>Week 23</b> RI.10.8 – Delineate and evaluate the argument and specific claims in a text; assess evidence
<b>Week 24</b> RL.10.9 - Analyze how an author draws on and transforms source material in a specific work RI.10.5 - Analyze seminal U.S. documents of historical and literary significance
<b>Week 25</b> RL.10.5 - Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. RI.10.5 - Analyze in detail how an author's ideas or claims are developed and refined
<b>Week 26</b> Spiral review and practice
<b>Week 27</b> BMA 3

Language
<b>Week 19</b> L.10.4 - Determine the meaning of words and phrases as they are used in the text. L.10.1b - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>Week 20</b> L.10.1b - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.10.3a - Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
<b>Week 21</b> L.10.1b - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.10.3a - Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
<b>Week 22</b> L.10.1b - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.10.3a - Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
<b>Week 23</b> L.10.1b - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.10.3a - Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
<b>Week 24</b> L.10.1b - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.10.3a - Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline/writing type.
<b>Week 25</b> L.10.1b - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.10.3a - Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline/writing type.
<b>Week 26</b> Spiral review and practice
<b>Week 27</b> BMA 3

Writing**
<b>Week 19 – Week 22: Informational</b> W.10.2a - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, and multimedia when useful to aiding comprehension. W.10.2b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations W.10.2c - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. W.10.2d - Use precise language and domain-specific vocabulary to manage the complexity of the topic. W.10.2e - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. W.10.2f - Provide a concluding statement or section that follows from and supports the information or explanation presented
<b>Week 23 – Week 26: Argumentative</b> W.10.1a - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. W.10.1b - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. W.10.1c - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. W.10.1d - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. W.10.1e - Provide a concluding statement or section
<b>Week 27</b> BMA 3

\*Each week's skills will be spiraled throughout the nine weeks as appropriate within the mentor text or writing activity. Each skill will be repeated with subsequent texts.

\*\*Extended writing pieces to incorporate practice on weekly language skills.

\*\*\*Standards not listed (ex. speaking and listening standards) are assessed formatively in the classroom and used to support instructional delivery of the paced standards.

# 10<sup>th</sup> Grade ELA

## 4<sup>th</sup> 9-Week Pacing Guide

June 2016

Reading Literature Reading: Informational	Language	Writing**
<b><u>Week 28</u></b> Review and practice of priority skills using practice tasks aligned to the MAP test blueprint.	<b><u>Week 28</u></b> Review and practice of priority skills using practice tasks aligned to the MAP test blueprint.	<b><u>Week 28 – End of Year</u></b>  Review and practice of priority skills using practice tasks aligned to the MAP test blueprint. Writing tasks used will accompany the reading tasks used to practice RL & RI priority standards.
<b><u>Week 29</u></b> Review and practice of priority skills using practice tasks aligned to the MAP test blueprint.	<b><u>Week 29</u></b> Review and practice of priority skills using practice tasks aligned to the MAP test blueprint.	
<b><u>Week 30</u></b> Review and practice of priority skills using practice tasks aligned to the MAP test blueprint.	<b><u>Week 30</u></b> Review and practice of priority skills using practice tasks aligned to the MAP test blueprint.	
<b><u>Week 31</u></b> Review and practice of priority skills using practice tasks aligned to the MAP test blueprint.	<b><u>Week 31</u></b> Review and practice of priority skills using practice tasks aligned to the MAP test blueprint.	
<b><u>Week 32</u></b> Review and practice of priority skills using practice tasks aligned to the MAP test blueprint.	<b><u>Week 32</u></b> Review and practice of priority skills using practice tasks aligned to the MAP test blueprint.	
<b><u>Week 33</u></b> Review and practice of priority skills using practice tasks aligned to the MAP test blueprint.	<b><u>Week 33</u></b> Review and practice of priority skills using practice tasks aligned to the MAP test blueprint.	
<b><u>Week 34</u></b> Review and practice of priority skills using practice tasks aligned to the MAP test blueprint. Continue until MAP Assessment.	<b><u>Week 34</u></b> Review and practice of priority skills using practice tasks aligned to the MAP test blueprint. Continue until MAP Assessment.	

\*Each week's skills will be spiraled throughout the nine weeks as appropriate within the mentor text or writing activity. Each skill will be repeated with subsequent texts.

\*\*Extended writing pieces to incorporate practice on weekly language skills.

\*\*\*Standards not listed (ex. speaking and listening standards) are assessed formatively in the classroom and used to support instructional delivery of the paced standards.