10th Grade Language Arts Frameworks 2015-2020
10th Grade - Unit 1 (Assessments 1 and 2) Semester 1
Theme: How does research influence an individual's perspective?

	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
Standards (Reporting Strands)	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Instructional Focus Standards	1–Cite 5- Analyze claims 7- use of multimedia 8- Delineate/evaluate argument and claims	1-Argument 5 – Writing process 6-Technology to produce 7-Short/sustained research 9- Draw evidence	1-Prepare and participate 2-Diverse media formats	1,2 - Conventions 3a - Formatting
Topical Essential Questions	How can technology and media enhance a writer's message?	What do effective researchers do?	How does analyzing text allow a reader to gain insight?	How is revising a piece of writing as essential as the initial effort?
Enduring Understandings	Writers can reach a broader audience and connect their readers to relevant, timely information by using technology and media.	Effective researchers find and evaluate credible resources to then cite evidence in their argument.	Effective readers compare information to what they already know and understand to develop their own perspective.	Writers revise and edit to enhance the quality of written work.

Formatives		**Summatives**	

Review citing sources
Credibility
Guided Research
Fake News
ICEE - embedding quotes practice
Revision
Point of View
	Case Study
	Characterization
	Formal and Informal Standard English
	Synta
	Impact of specific details
	MLA
	Text development and author's choice
		1. **Integrating Multiple Sources**
		   a. Analyzing 2 mediums
		   b. Writing arguments
		   c. Proper conventions
		2. **Evaluating Research**
		   a. Analyzing structure
		   b. Drawing evidence
		   c. Proper conventions	

Learning Targets

- ❏ I can identify various accounts of the same subject that are presented in different medius (e.g., audio, video, multimedia).
- ❏ I can analyze various accounts of the same subject and determine which details are emphasized in each medium.
- ❏ I can evaluate the advantages and disadvantages of presenting a subject in different mediums.
- ❏ I can analyze substantive (influential) topics or texts to determine an argument that causes or has caused a debate in society.
- ❏ I can choose a side of the argument and identify claims that support my choice and claims that oppose my choice.
- ❏ I can determine the credibility of a source (who wrote it, when it was written, and why it was written) and the accuracy of the details presented in the source.
- ❏ I can support my claims and counterclaims by pointing out the strengths and limitations of both with textual evidence ("word for word" support) found in credible sources.
- ❏ I can present my argument in a formal style that includes an introduction, supporting details with transitions that create cohesion and clarify relationships, and provide a concluding statement/section that supports my argument.
- ❏ I can determine when to capitalize words (e.g., proper nouns, "I", first word in a sentence).
- ❏ I can identify and explain when to use semicolons (to connect closely related independent clauses with or without conjunctive adverbs).
- ❏ I can use a semicolon with a conjunctive adverb

	❏ I can identify and explain when to use a colon
	❏ I can use a colon to introduce a list
	❏ I can identify misspelled words and use resources to assist me in spelling correctly.
	❏ I can use prewriting strategies to formulate ideas (e.g., graphic organizers, brainstorming, lists).
	❏ I can recognize that a well-developed piece of writing requires more than one draft.
	❏ I can apply revision strategies (e.g. reading aloud, checking for misunderstandings, adding and deleting details) with the help of others.
	❏ I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.
	❏ I can analyze my writing to determine if my purpose and audience have been fully addressed and revise when necessary.
	❏ I can prepare multiple drafts using revisions and edits to develop and strengthen my writing.
	❏ I can recognize when revising, editing, and rewriting are not enough, and I need to try a new approach.
	❏ I can determine when to capitalize words (e.g., proper nouns, "I", first word in a sentence).
	❏ I can identify and explain when to use semicolons (to connect closely related independent clauses with or without conjunctive adverbs).
	❏ I can use a semicolon with a conjunctive adverb
	❏ I can identify and explain when to use a colon
	❏ I can use a colon to introduce a list
	❏ I can identify misspelled words and use resources to assist me in spelling correctly.
	❏ I can apply the guidelines in a given style manual (MLA) to write and edit work.

Vocabulary Suggestions	Tier 2	Tier 3	
	Assess Critique Navigate Synthesis Contextualize Context	Conflicting Information Document Substantive Tone Thesis Appeals Chart Ambiguity Ethics	Clarification Implication URL Search Terms Transitional Device Paraphrase Database Media Sources / Journals

Recommended Text	"Tortillas" - Jose Antonio Burciaga "Fish Cheeks" - Amy Tan "Everyday Use" - Alice Walker Ted Talks

10th Grade Language Arts Frameworks 2015-2020

10th Grade - Unit 2 (Assessments 3, 4, 5) Semester 1
Theme: How does culture affect or influence an individual?

	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
Standards (Reporting Strands)	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Instructional Focus Standards	2-Determine central ideas/ themes/ summarize 3-Analyze characters/events 5 – Analyze structure 6 – Analyze point of view 7- Analyze in various mediums	2- Informational 2b- Develop the topic 3- Narrative 5 – Writing process 8- Gather evidence	1-Prepare and participate	1,2- Conventions 3-Language functions in contexts 5 – Figurative language, word relationships, and nuances
Topical Essential Questions	How does the reader construct meaning from a text?	How does a writer determine a purpose and how is it developed?	How does one prepare for and respond in a discussion?	What techniques and tools do writers use to create an impact?
Enduring Understandings	Readers analyze characters, point of view and text structure to make meaning.	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates ideas to the reader	Preparing for a discussion involves reading material and finding evidence to support your ideas and claims.	Writers use devices such as figurative language, point of view, characterization, suspense, conflict, foreshadowing, and irony to impact their readers.

	Formative	Summative

Assessments	Read and Analyze Text
	Characterization Activity
	Routine Writing
	Revision Process (Replace, Add, Delete, and Reorder)
		1. **Constructing Critical Responses**
		   a. Determining point of view
		   b. Analyzing character
		   c. Use of vocabulary and syntax
		2. **Evaluating Sources**
		   a. Develop topic
		   b. Gather information
		   c. Proper use of conventions
		3. **Creating a Case Study**
		   a. Analyze character development
		   b. Analyze theme and characters in multiple mediums
		   c. Informational writing
		   d. Proper use of conventions

Learning Targets	❏ I can define textual evidence (a "word for word" support format) ❏ I can define inference and explain how a reader uses textual evidence to reach a logical conclusion ("based on what I've read, it's most likely true that…"). ❏ I can read closely and find answers explicitly in text (right there answers) and answers that require an inference. ❏ I can analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions.

- ❏ I can select a topic and identify and gather relevant information (e.g., well-chosen facts, extended definitions, concrete details, quotations, examples) to share with my audience.
- ❏ I can determine the credibility of a source by reviewing who wrote it, when it was written, and why it was written.
- ❏ I can assess the usefulness of my sources to determine those that contain the information that best answers my research question.
- ❏ I can use advanced searches with multiple authoritative print and/or digital sources effectively to gather information needed to support my research.
- ❏ I can define plagiarism.
- ❏ I can avoid plagiarism by paraphrasing and/or summarizing my research findings.
- ❏ I can determine when my research data or facts must be quoted (directly stated "word for word") and integrate the information into my text to maintain the flow of ideas.
- ❏ I can follow a standard format for citation to create a bibliography for sources that I paraphrased or quoted in my writing.
- ❏ I can determine when to capitalize words (e.g., proper nouns, "I", first word in a sentence).
- ❏ I can identify and explain when to use semicolons (to connect closely related independent clauses with or without conjunctive adverbs).
- ❏ I can use a semicolon with a conjunctive adverb
- ❏ I can identify and explain when to use a colon
- ❏ I can use a colon to introduce a list
- ❏ I can identify misspelled words and use resources to assist me in spelling correctly.
- ❏ I can identify and explain the role of complex characters in a text.
- ❏ I can analyze how complex characters develop over the course of a text.
- ❏ I can analyze how characters develop through their interactions with others.
- ❏ I can analyze how complex characters advance the plot of a text and/or contribute to the development of the theme.
- ❏ I can explain how the point of view or cultural experience (e.g., government, role of women) found in various works of world literature differs from works of literature written in the United States.
- ❏ I can analyze multiple texts of world literature to gain insight into the point of view of other societies and cultures.
- ❏ I can recognize the difference between general academic words and phrases and domain-specific words and phrases.
- ❏ I can acquire and use college and career readiness level academic and domain-specific words/phrases to demonstrate proficiency in reading, writing, speaking, and listening.
- ❏ I can consider vocabulary knowledge including denotation, nuance, etymology, etc. and determine the most appropriate words or phrases to express overall meaning.
- ❏ I can gather vocabulary knowledge independently when considering a word or phrase important to comprehension or expression.
- ❏ I can identify how language functions in different contexts.
- ❏ I can analyze the context of various texts and determine how language choice affects meaning, style, and comprehension.
- ❏ I can apply the guidelines in a given style manual to write and edit work.
- ❏ I can identify and explain the role of complex characters in a text.
- ❏ I can analyze how complex characters develop over the course of a text.
- ❏ I can analyze how characters develop through their interactions with others.
- ❏ I can analyze how complex characters advance the plot of a text and/or contribute to the development of the theme.
- ❏ I can identify a subject or a key scene that is portrayed in two different artistic mediums (e.g., poetry, painting, drama).
- ❏ I can determine what is emphasized or absent in each artistic medium.
- ❏ I can analyze the impact of a particular subject or key scene from another artistic medium.
- ❏ I can select a topic and identify and gather relevant information (e.g., well-chosen facts, extended definitions, concrete details, quotations, examples) to share with my audience.
- ❏ I can define common organizational/formatting structures (e.g., headings, graphics, multimedia) and determine the structure(s) that will allow me to organize my complex ideas best.
- ❏ I can analyze the information, identify domain-specific vocabulary for my topic, and organize information into broader categories using my chosen structure(s).

	❏ I can present my information maintaining an objective tone and formal style that includes an introduction that previews what is to follow, supporting details, varied transitions (to clarify and create cohesion when I move from one idea to another), and a concluding statement/section that supports the information presented.		
	Tier 2	**Tier 3**	
Vocabulary Suggestions	Technique Experience Establish Observation Identify Engage Analyze Cite Intent	Denotation Characterization Points of View Connotation Clincher Sentence Persona Theme Dramatic Element Viewpoint Implicit External/Internal Conflict Analogy Recurring Theme	Explicit Motivation Archetype Revise Sense of Place and Time Paradox Textual Evidence Literary Device Parallel Plots Cultural Theme Literature Genres Literary Significance Universal Theme Word Choice / Diction
Recommended Text	*"Night"* - by Elie Wiesel *"You Don't Know Me"* - by David Klass *"Fahrenheit 451"* - by Ray Bradbury		