

10th Grade ELA Year at a Glance

*Two novels from Passport to Literature and one Shakespeare play

*MLA Citation should be taught throughout all clusters

*ERWC units are required in clusters 1, 3, and 4

	Cluster 1	Cluster 2	Cluster 3	Cluster 4	Cluster 5	Cluster 6
Themes	Experiences/ERWC: “Pursuit of Unhappiness”	Decisions	Science and Technology/ERWC: “River Rights”	Why Shakespeare? ERWC: “Leopard Man” or “Age of Responsibility”	Conflict	Quest/Transitions
Essential Question *May be modified for classroom use	How do significant experiences transform our life?	How do decisions transform the world around us?	How have scientific advances changed our society?	How is Shakespeare relevant now?	How does conflict effect progress?	How are people shaped by traditions? How do quests shape literature?
Writing Focus	Argument	Informational	Argument	Informational/ Expository	Argument	Teacher’s choice
Key Terms	Synthesis/paraphrase Inference Tone Plot/character Setting Figurative language Expository Argument Point of view	Genre Fiction Non-fiction Theme Parable Repetition Refrain Ballad Meter Personal essay Argument Credibility Claim Opinion Irony and Ambigity	Setting Mood Atmosphere Purpose Loaded words First person point of view Persona Third person-limited point of view Documentation Credibility Bias Accuracy Relevance Emotional appeal	Drama Poetry terms Speaker/audience Iambic pentameter Meter Soliloquy Monologue Aside Figurative language Sonnet	Historical context Primary source Secondary source Rhetorical question Objective Subjective	Legend Motivation Conflict Resolution Myths Images

Focus Standards	RL 10.3 RI 10.2 W 10.3 SL 10.3 L 10.1b, L 10.2a	RL 10.2, 10.6 RI 10.3 W 10.2 SL 10.1c,d L 10.1b, 10.2a,b	RL 10.2, 10.3, 10.5 RI 10.5, 10.6, 10.7 W 10.1, 10.7, 10.8 SL 10.2 L 10.1a	RL 10.3, 10.5, 10.6, 10.7, 10.9 RI 10.5a W 10.2 SL 10.4b, 10.6 L 10.5a,b	RL 10.5, 10.7 RI 10.5 W 10.1, 10.7, 10.8 SL 10.3, 10.4a, 10.5 Review all Language Standards	RI 10.8 W 10.1, 10.2 <i>or</i> 10.3 W 10.7,10.8 SL 10.1 Review all Language Standards
	<p>(RL 10.3) I.B.6. (RI 10.2) I.B.6. (W 10.3) I.C.10.; II.A.1.; II.A.2.; II.C.6.; II.C.7. (SL 10.3) I.B.5.; I.B.7.; I.B.8. (L 10.1) I.A.4.; I.B.5.; I.B.6.; I.C.9.; I.C.10.; I.C.11.; I.C.12.; II.A.2.; II.B.3.; II.B.4.; II.C.6.; II.C.7. (L 10.2a) I.C.10.; I.C.11.</p>	<p>(RL 10.2) I.B.6. (RL 10.6) I.B.6. (RI 10.3) I.B.6. (W 10.2) I.C.10.; II.A.1.;II.A.2.; II.C.6.; II.C.7. (SL 10.1) I.A.1.; I.A.3.; I.B.5.; (L 10.1) I.A.4.; I.B.5.; I.B.6.; I.C.9.; I.C.10.; I.C.11.; I.C.12.; II.A.2.; II.B.3.; II.B.4.; II.C.6.; II.C.7. (L 10.2a) I.C.10.; I.C.11.</p>	<p>(RL 10.2) I.B.6. (RL 10.3) I.B.6. (RL 10.5) I.B.6.; I.B.7.; I.B.8.; II.A.1. (RI 10.5) I.B.6.; I.B.8.; I.C.12.; II.A.1. ; II.A.2.; II.B.3.; II.B.4. (RI 10.6) I.B.6.; I.B.7., (RI 10.7) I.B.6. (W 10.1) I.A.3.; I.C.10.; I.C.11.; II.A.1.; II.A.2.; II.C.6.; II.C.7. (W 10.7) I.C.10. (W 10.8) I.C.10. (SL 10.2) I.A.2.; I.B.6. (L 10.1) I.A.4.; I.B.5.; I.B.6.; I.C.9.; I.C.10.; I.C.11.; I.C.12.; II.A.2.; II.B.3.; II.B.4.; II.C.6.; II.C.7.</p>	<p>(RL 10.3) I.B.6. (RL 10.5) I.B.6.; I.B.7.; I.B.8.; II.A.1. (RL 10.6) I.B.6. (RL 10.7) I.B.6. (RL 10.9) I.B.6. (RI 10.5) I.B.6.; I.B.8.; I.C.12.; II.A.1. ; II.A.2.; II.B.3.; II.B.4. (W 10.2) I.C.10.; II.A.1.;II.A.2.; II.C.6.; II.C.7. (SL 10.4) I.A.3.; I.C.9.; I.C.12.; II.A.1.; II.C.6.; II.C.7 (SL 10.6) I.A.1.; I.A.3.; I.A.4.; I.A.5.; I.C.9.; I.C.12.; II.B.3.; II.B.4.; II.B.5.; II.C.6.; II.C.7. (L 10.5) I.B.7.; I.B.8.; I.C.10.; I.C.12.; II.B.4.; II.A.2.; II.B.3.; II.B.5.; II.C.6.; II.C.7.</p>	<p>(RL 10.5) I.B.6.; I.B.7.; I.B.8.; II.A.1. (RL 10.7) I.B.6. (RI 10.5) I.B.6.; I.B.8.; I.C.12.; II.A.1. ; II.A.2.; II.B.3.; II.B.4. (W 10.1) I.A.3.; I.C.10.; I.C.11.; II.A.1.; II.A.2.; II.C.6.; II.C.7. (W 10.7) I.C.10. (W 10.8) I.C.10. (SL 10.3) I.B.5.; I.B.7.; I.B.8. (SL 10.4) I.A.3.; I.C.9.; I.C.12.; II.A.1.; II.C.6.; II.C.7 (SL 10.5) I.C.9.</p>	<p>(RI 10.8) I.B.6.; I.B.7. (W 10.1) I.A.3.; I.C.10.; I.C.11.; II.A.1.; II.A.2.; II.C.6.; II.C.7. (W 10.2) I.C.10.; II.A.1.;II.A.2.; II.C.6.; II.C.7. (W 10.3) I.C.10.; II.A.1.; II.A.2.; II.C.6.; II.C.7. (W 10.7) I.C.10. (W 10.8) I.C.10. (SL 10.1) I.A.1.; I.A.3.; I.B.5.</p>

Revolving Standards for Grade 9 and 10

Revolving Standards for Grade 9 and 10		
Reading	ELA Standards	End of Unit Targets
Reading	<p>Literature 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> • I can recognize the difference between what the author states directly and what he/she implies in the text. • I can determine if there is sufficient evidence to support what the text says. • I can determine the quality of the evidence used to support what the text says.
	<p>Literature 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 several 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>	<ul style="list-style-type: none"> • I can identify several types of figurative language in a text. • I can identify connotative meanings of certain words in a text. • I can identify how multiple words and phrases influence the meaning of a text. • I can identify how multiple words and phrases influence the tone of a text. • I can identify and show support for the author's tone through multiple words and phrases in the text.
	<p>Literature 10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</p>	<ul style="list-style-type: none"> • I can read grade level literature proficiently with some support when I need it. • I can read more complex literature independently and proficiently.
	<p>Informational 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> • I can recognize the difference between what the author states directly and what he/she implies in the text. • I can determine if there is sufficient evidence to support what the text says. • I can determine the quality of the evidence used to support what the text says.
	<p>Informational 4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical</p>	<ul style="list-style-type: none"> • I can determine the meaning of words and phrases as they are used in text.

	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"> • I can determine figurative, connotative, and technical meanings. • I can analyze the cumulative impact of specific word choices on meaning and tone. • I can analyze how word choice changes depending on purpose.
	<p>Informational 10: By the end of grade 9, read and comprehend literary nonfiction in the grade 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p>	<ul style="list-style-type: none"> • I can read and comprehend grade level literary nonfiction with some support. • I can independently read and comprehend grade level literary nonfiction.
Writing	ELA Standards	End of Unit Targets
	W4: 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 writing standards 1-3.)	<ul style="list-style-type: none"> • I can write a clear and coherent essay. • I can develop and organize my essay. • I can write an essay appropriate to task, purpose and audience.
	W5: 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10)	<ul style="list-style-type: none"> • I can plan my essay. • I can revise, edit and rewrite my essay for a specific audience and purpose.
	W6: 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 flexibility and dynamically.	<ul style="list-style-type: none"> • I can use technology, including the Internet, to produce and publish an essay. • I can use technology, including the Internet, to produce and publish shared writing products. • I can link other information and display information flexibility and dynamically.
	W 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> • I can cite evidence from literary or informational texts.
	a. Apply 9-10 <i>Reading Standards</i> 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 the Ovid or the Bible or how a later author draws on a play by Shakespeare.”])	<ul style="list-style-type: none"> • I can analyze how the author draws on material from another literary work.
	b. Apply <i>grades 9-10 Reading Standards</i> to literary nonfiction (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"> • I can explain in detail an argument and a specific claim in a text. • I can evaluate an argument and specific claim in a text. • I can assess whether the reasoning the author uses is valid. • I can assess whether the evidence is relevant and sufficient. • I can identify false statements and fallacious reasoning

	W 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, purpose and audience.	<ul style="list-style-type: none"> • I can write essays. • I can write journal entries. • I can write for different tasks, purposes, and audiences.
	ELA Standards	End of Unit Targets
Speaking and Listening	SL 1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	<ul style="list-style-type: none"> • I can participate in a variety of discussions and express my ideas clearly and persuasively.
	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.	<ul style="list-style-type: none"> • I can read and research multiple sources and use them in a thoughtful discussion.
	b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	<ul style="list-style-type: none"> • I can work with peers to create rules and set clear goals for group discussions and decision-making. • I can actively include others in the discussion. • I can clarify, verify, or challenge ideas and conclusions presented in a discussion.
	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.	<ul style="list-style-type: none"> • I can ask questions and make comments that move the discussion to broader themes and ideas.
	d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning. presented.	<ul style="list-style-type: none"> • I can respond thoughtfully to others' views and summarize points that I agree or disagree with. • I can support my position in a discussion but can also make new connections based on evidence and others' reasoning.
	SL 6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (see grades 9-10 Language Standards 1 and 3).	<ul style="list-style-type: none"> • I can speak in formal English when appropriate.
	ELA Standards	End of Unit Targets
Language	L 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<ul style="list-style-type: none"> • I can apply knowledge of language and how it functions in different contexts.
	a. 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.	<ul style="list-style-type: none"> • I can edit my work so it conforms to the <i>MLA</i> style.

<p>L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies.</p>	<ul style="list-style-type: none"> • I can determine the meaning of an unknown word using different types of strategies. • I can clarify a meaning of an unknown word using different types of strategies.
<p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<ul style="list-style-type: none"> • I can use context clues to determine or clarify a meaning of a word.
<p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>) <u>and continue to apply knowledge of Greek and Latin roots and affixes.</u></p>	<ul style="list-style-type: none"> • I can correctly change words to create different parts of speech. • I can use Greek or Latin roots and affixes.
<p>c. Consult general and specialized references materials (e.g., <u>college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses</u>), both print and digital, to find the pronunciation of a word or determine or clarify its precise meanings, its part of speech, or its etymology.</p>	<ul style="list-style-type: none"> • I can use different types of reference material to determine word definition, word pronunciations, parts of speech and the etymology of a word.
<p>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"> • I can verify the meaning of a word or phrase by checking the context in which it is used.
<p>L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<ul style="list-style-type: none"> • I can explain the use of figurative language in a text. • I can explain word relationships in a text. • I can explain nuances in word meanings.
<p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>	<ul style="list-style-type: none"> • I can interpret figures of speech in a text. • I can analyze the role of figures of speech in a text.
<p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> • I can analyze nuances in the meaning of words in a text.
<p>L6: Acquire and use accurately general academic 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"> • I can use academic domain-specific words and phrases when reading, writing, speaking and listening. • I can independently gather vocabulary knowledge when considering a word or phrase to use when writing or speaking.

Instructional Strategies
I Do – We Do – Partners/Groups Do – You Do
Model – Guided Practice – Partner – Independent

Reminders for Instruction and Strategies

<p>Systematic Instruction</p> <ul style="list-style-type: none"> • Focused on critical content, skills, strategies, and concepts are sequenced logically • Break down complex skills • Lessons are organized and focused • Instructional routines are used • Examples and non-examples • Step-by-step instruction 	<p>First Instruction and Review</p> <ul style="list-style-type: none"> • Adequate initial practice <p>NOTE: Students who struggle may require 10-30 more times as many practice opportunities than their peers.</p> <ul style="list-style-type: none"> • Distributed practice—frequent exposure to content/skill throughout cluster and year • Cumulative review-- Use benchmark to determine areas of need • Teach to mastery 	<p>Engaging Instruction</p> <p>WHB Chapter 11 “Engagement Strategies”</p> <ul style="list-style-type: none"> • Increasing opportunities to respond • Explicit vocabulary instruction • Feedback • Instructional grouping • Acquire- Auto- Apply (Learn/Acquire skill, build the skill to automaticity, apply the skill.)
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Increasing Opportunities to Respond	Explicit Vocabulary Instruction
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<p>Reading Strategies</p> <p>WHB Chapter 7 “Reading and Annotation Strategies...”</p> <ul style="list-style-type: none"> • Model: All students track as teacher reads the passage. Teacher emphasizes reading in phrases with expression. • Choose this strategy when text contains dialogue, advanced punctuation or other content that makes it more difficult for students. • Echo Reading: The teacher reads a sentence fluently and immediately the students read it back to the teacher. • Close Reading: WHB pp. chapter 7 • Choral Reading: Students and the teacher read together aloud as all students are tracking. • Cloze Reading: Teacher reads and pauses at a word (focused vocabulary words) and student read the word. • Partner: Partner A reads a sentence/paragraph and Partner B reads a sentence/paragraph. Students track as their partner reads. 	<p>Introduce the Word</p> <ul style="list-style-type: none"> • Teacher says the word • All students repeat the word • Teacher gives a student friendly definition • All students repeat the definition or write it down • Repeat above steps as necessary <p>Demonstrate</p> <ul style="list-style-type: none"> • Teacher provides several examples • Teacher provides a non-example • Repeat above steps as necessary <p>Apply</p> <ul style="list-style-type: none"> • Teacher provides a sentence frame for the students • Students use the frame to write a sentence with the word • Student shares sentence with a partner • Teacher call on non-volunteers to share sentence (This provides a CFU for lesson modification. • Repeats step as necessary
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<p>Feedback</p> <p>Corrective and Affirmative Timely and Frequent Specific and Reinforcing</p>	<p>Speaking and Listening-</p> <p>WHB Chapter 9 “Sentence Frames...”</p> <p>Partners Give-One Get- One Four Corners Numbered Heads Student prepares notes to share in group Speaking rubric</p>	<p style="text-align: center;">CFU</p> <p>Do the students understand the skill/concept you are teaching? If not, stop to review/re-teach. If yes, continue with lesson or skip ahead.</p>	<p style="text-align: center;">Engagement</p> <p>Are the students actively participating in the lesson.</p>
		<p>WHB: Chapter 10</p>	<p>WHB Chapter 11</p>

Writing Scaffolding Chart

Word count goal per semester:

7th	8th	9th	10th	11th	12th
2000	3000	4000	5000	6000	7000

Daily Writing/ CFU	Writing Assignments/ Tasks	Identify Structure/ Domains	Suggested Scaffolding	Strategies Integrated	Common Core Focus	Revision/ Editing Strategies	Writing Terms (Handbook)
<ul style="list-style-type: none"> ● Entrance Slips ● Quick Writes ● Exit Slips ● Short Sentence Answers ● Paragraph Responses In-class ● Journal (edited) ● Prior Knowledge ● KWL ● Fast Food Thought 	<ul style="list-style-type: none"> ● Sentences/ Paragraphs ● Narrative ● Argument ● Expository ● Full-Process Essay ● In-Class Essay ● Test w/ Essay Response ● Research ● Speech ● Critiquing/ Analysis 	<ul style="list-style-type: none"> ● Narrative Description ● Thesis/ Support ● Argument ● Cause/ Effect ● Problem/ Solution ● Sequence/ Order ● Division/ Analysis ● Compare/ Contrast ● Reflection ● Business 	<ul style="list-style-type: none"> ● Create Terminology ● Essay Elements ● Writing Devices ● 4 Sentence Types ● Sentence Practice ● Paragraph Practice: Introductions Bodies Final Thoughts ● Techniques ● Group Work: Paragraphs Class-Generated Essay 	<ul style="list-style-type: none"> ● Summarize ● Paraphrase ● Integrate Quotations ● Signal Phrase ● Parenthetical Documentation ● Appeals ● Fallacies ● Works Cited 	<ul style="list-style-type: none"> ● MLA/ Formatting ● Academic Language ● 3 Discourses ● Emphasis on Informational and Argumentative Writing ● Content Rich Non-Fiction ● Staircase Complexity ● Writing from Sources ● Citing Textual Evidence 	<ul style="list-style-type: none"> ● Revise vs Edit ● Backwards ● Read Aloud ● Cutup Paragraphs ● All Lines ● Peer Edit ● Rough Draft ● Final Draft 	<p>Terms to Emphasize:</p> <ul style="list-style-type: none"> ● Purpose ● Theses ● Topic Sentences ● Claims ● Paragraphing Strategies ● Focus ● Coherence ● Unity ● Transitions ● Cueing ● Verbs ● Academic Diction

<ul style="list-style-type: none"> ● 1-Page Holistically Graded Essay Introduction Body Conclusion 	<ul style="list-style-type: none"> ● Letter Writing: <ul style="list-style-type: none"> Explaining Analyzing Evaluating 		<ul style="list-style-type: none"> ● Individual Mini Essays: <ul style="list-style-type: none"> #1 essay 150 #2 essay 250 #3 essay 350 (Use appropriate staircasing) ● Full-Process Essay ● In-Class Essay ● Test Essay ● Research/ Informational 		<ul style="list-style-type: none"> ● Pair/Group Collaboration ● Real-World Issues 		<ul style="list-style-type: none"> ● Examples ● Evidence: <ul style="list-style-type: none"> Studies Experts Statistics Facts Quotations ● Concrete Details ● Commentary ● Echo Words ● Circular Connection (Topic sentences and paragraphs final lines must connect implicitly or explicitly to ensure coherence) ● Cohesion Strategies
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Notes and Clarifications

- 1) Most CFUs and Terms can be found in the Writing and Literacy Handbook.
- 2) The scaffolding of the essays (150, 250, 350) can be adjusted to fit the students' ability.
- 3) The Writing Scaffolding Chart is an overview, but not a formula: Teachers use what work for their students' abilities.
- 4) This represents an overview, a menu. Scaffolding Chart and Terms are not specifically tailored for a grade level--except the word count.

10th Grade Cluster 1 Theme: Experience

- MLA citation should be taught throughout all the clusters

Literary	Informational
<p>Majority of texts to be from Holt</p> <p>Select at least one of the following text:</p> <ul style="list-style-type: none"> • “Everyday Use”(p.76) • “By Any Other Name” (p.112) • “The Love Letter” (Interactive Reader p.32) • “Catch the Moon”(p.234) • “The Bass, the River and Sheila Mant” (p.244) • “The Leap” (p.32) <p>Poetry:</p> <ul style="list-style-type: none"> • “It’s Raining in Love” (p.251) • “Remember” (p.528) • “Bonny Barbara Allan” (p.510) <p><u>Novels:</u></p> <div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p><i>The Once and Future King</i></p> <p><i>Life of Pi</i></p> <p><i>The House on Mango Street</i></p> <p><i>The Hunger Games</i></p> <p><i>Pride and Prejudice</i></p> <p><i>Bless Me, Ultima</i></p> <p><i>Ellen Foster</i></p> <p><i>The Pearl</i></p> </div> <div style="flex: 1; padding-left: 20px;"> <p>*These are suggested titles for the theme.</p> <p>*These do not have to be taught here.</p> </div> </div>	<p>Majority of texts to be from Holt</p> <p>Required ERWC: Pursuit of Happiness</p> <p>Select at least one of the following text:</p> <ul style="list-style-type: none"> • “Interview with Alice Walker” (p.88) • “Thinkin’ on Marryin’” (p.91) • “Interview with Nikki Giovanni” (p.91) • “A Baby’s Quilt to Sew up the Generations” (p.93) • “Double Daddy” (p.22) • “Diary of a Mad Blender” (p.24) • “A Child’s View on Working Parents” (p.26) • “The Day the Clowns Cried” (p.48)

Essential Question	Supporting Questions	Key Terms	Writing Focus-- Argument	
			ELD Connections	
How do significant experiences transform our life?	<ul style="list-style-type: none"> • What should take priority in one's life? • How is one's life identity formed? • How can love cause pain? 	<ul style="list-style-type: none"> • Synthesis/paraphrase • Inference • Tone • Plot/character • Setting • Figurative language • Expository • Argument • Point of view 	Part I: Interacting in Meaningful Ways Collaborative (part IA) Adapt language choices Interpretive Part IB) Listen actively Read/view text closely Evaluate language choices Analyze language choices Productive (part IC) Present Write longer and more complex pieces Justify/Argue Select language resources	Part 2: Learning About How English Works Structuring Cohesive Texts (part IIA) Understand text structures Understand cohesion Expanding and Enriching Idea (part IIB) Use a variety of verbs and verb phrases Expand noun phrases to enrich meaning Connecting and Condensing Ideas part IIC) Combine clauses in a variety of ways to make connections Condense ideas in a variety of ways
ELA Core Standards			End of Unit Targets	
Revolving Reading Standards: 1,4,10				
Literature 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.			<ul style="list-style-type: none"> • I can analyze how complex characters develop over the course of a text. • I can analyze how complex characters interact with other characters. • I can analyze how complex characters advance plot or develop theme. 	
Informational 10.2: 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.			<ul style="list-style-type: none"> • I can find a central idea. • I can explain how specific details develop the central idea. • I can explain how specific details reveal and define the central idea. • I can summarize a text. 	

ELA Core Standards	End of Unit Targets
Revolving Writing Standards: 4,5,6,10 • MLA citation should be taught throughout all the clusters	
Writing 10.1: Write arguments to support claims in and analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<ul style="list-style-type: none"> • I can write arguments to support claims in an analysis of substantive topics or texts. • I can use valid reasoning to support claims. • I can use relevant and sufficient evidence to support claims.
a. Introduce precise claims(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.	<ul style="list-style-type: none"> • I can introduce precise claims. • I can distinguish my claim from alternate or opposing claims. • I can create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.
b. 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.	<ul style="list-style-type: none"> • I can develop claims and counterclaims fairly. • I can supply evidence for claims and counterclaims while pointing out the strengths and limitations of both. • I can anticipate audience knowledge level and concerns.
c. 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.	<ul style="list-style-type: none"> • I can use words, phrases, and clauses to link major sections of text. • I can use words, phrases, and clauses to create cohesion and clarify the relationships between claims and reasons, reasons and evidence, claims and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<ul style="list-style-type: none"> • I can establish and maintain a formal style and objective tone. • I can attend to the norms and conventions of the discipline in which I am writing.
e. Provide a concluding statement or section that follows from and supports the argument presented.	<ul style="list-style-type: none"> • I can provide a concluding statement or section that follows form and support the arguments presented.
ELA Core Standards	End of Unit Target
Revolving Language Standards: 3,4,5,6	
Language 10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> • I can use language correctly when writing or speaking.
b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and 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"> • I can use various types of phrases and clauses to write or present ideas in an interesting way.
Language 10.2: Demonstrate command of the conventions of the standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> • I can demonstrate a command of the conventions of standard English capitalization when I write. • I can demonstrate a command of the conventions of standard English punctuation when I write. • I can demonstrate a command of spelling when I write.

<p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p>	<ul style="list-style-type: none"> • I can correctly use a semicolon (and a conjunctive adverb) to join two related independent clauses.
<p style="text-align: center;">ELA Core Standards</p>	<p style="text-align: center;">End of Unit Targets</p>
<p>Revolving Speaking and Listening Standard 6</p>	
<p>Speaking and Listening 10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on other’s ideas and expressing their own clearly and persuasively.</p>	<ul style="list-style-type: none"> • I can participate in a variety of discussions and express my ideas clearly and persuasively.
<p>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>	<ul style="list-style-type: none"> • I can read and research multiple sources and use them in a thoughtful discussion.
<p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>	<ul style="list-style-type: none"> • I can work with peers following agreed upon rules. • I can work with peers to make decisions, set goals, make deadlines.
<p>c: Propel conversation by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussions; and clarify, verify or challenge ideas and conclusions.</p>	<ul style="list-style-type: none"> • I can continue an academic conversation by posing and responding to questions that relate to the discussions to the broader theme or larger ideas. • I can continue the academic conversation by incorporating others into the discussion. • I can clarify or verify ideas discussed in the conversation. • I can challenge ideas and conclusion discussed in the conversation.
<p>d: Respond thoughtfully to diverse perspectives, summarize opinions of agreement and disagreements, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning.</p>	<ul style="list-style-type: none"> • I can respond thoughtfully to different perspectives. • I can summarize opinions of agreements and disagreements. • I can qualify my own view and understanding of the ideas discussed. • I can justify my own views and understanding of the ideas discussed. • I can make new connections when new evidence or reasoning is introduced.
<p>Speaking and Listening 10.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<ul style="list-style-type: none"> • I can evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. • I can identify any fallacious reasoning or exaggerated or distorted evidence.

Resources for your reference:

ELA SharePoint: <http://mcs.monet.k12.ca.us/departments/it/ELA/default.aspx>

Writers Handbook:

- Chapter 2: Grammar: 30 Errors
- Chapter 3: Figurative Language and Rhetorical Terms
- Chapter 4: Literary Terms
- Chapter 9: Sentence Frames & Response Frames
- Chapter 10: Check for Understanding (CFU)
- Chapter 11: Engagement Strategies
- Chapter 15: Three Discourses: Characteristics of Discourses
- Chapter 16: Writing Domains
- Chapter 17: Three Stages in the writing Process
- Chapter 18: Model Essays 1) Narrative 2) Expository 3) Argument

Holt Grammar Handbook:

- Chapter 1 : Parts of Speech
- Chapter 3: The Phrase
- Chapter 4: The Clause
- Chapter 10: Capitalization
- Chapter 11: Punctuation: End Marks and Commas
- Chapter 12: Punctuation: Semicolons and Colons
- Chapter 13: Punctuation: Italics, Quotation Marks, and Ellipsis Points
- Chapter 14: Punctuation: Apostrophes, Hyphens, Dashes, Parenthesis, Brackets
- Chapter 15: Spelling

10th Grade Cluster 2 Theme: Decisions

•MLA citation should be taught throughout all the clusters

Literary Texts			Informational Texts	
Majority of texts to be from Holt.			Majority of texts to be from Holt.	
<p>Select at least one of the following text:</p> <ul style="list-style-type: none"> • Parable of “The Good Samaritan” (p.278) • “And of Clay Are We Created” (p.257) • Excerpt Hunger Games: “The Boy with the Bread” <p>Poetry:</p> <ul style="list-style-type: none"> • “First They Came For....” • “You Want a Social Life, with Friends” (p.18) • “To This Day” <p>Novels:</p> <ul style="list-style-type: none"> • <i>Night</i> • <i>Julius Caesar</i> • <i>Curious Incident of the Dog in the Night</i> <div style="margin-left: 200px;"> <p>} *These are suggested titles for the theme.</p> <p>} *These do not have to be taught here.</p> </div>			<p>Select at least one of the following text:</p> <ul style="list-style-type: none"> • “State Championship Versus a Runner’s Conscience” (p.279) • “The Man in the Water” (p.273) • “RMS Titanic” (p.330) • “Into Thin Air” (p.352) • “Ill-Equipped Rescuers Dig Out Volcano Victims; Aid Slow to Reach Colombian Town” (p.267) • “If Decency Doesn’t, Law Should Make Us Samaritans”(p.286) • “Good Samaritans USA are Afraid to Act”(p.288) 	
Essential Question	Supporting Questions	Key Terms	Writing Focus-- Informational/Expository	
			ELD Connections	
<p>How do decisions transform the world around us?</p>	<ul style="list-style-type: none"> • Should we as citizens, feel responsibility to help those in need? • What can you do to protect others? 	<p>Genre Fiction Non-fiction Theme Parable Repetition Refrain Ballad Meter Personal essay</p>	<p>Part I: Interacting in Meaningful Ways Collaborative (part IA) Exchange Information/ideas Support opinions and persuade others Adapt language choices Interpretive Part IB) Listen actively Read/view text closely Productive (part IC)</p>	<p>Part 2: Learning About How English Works Structuring Cohesive Texts (part IIA) Understand text structures Understand cohesion Expanding and Enriching Idea (part IIB) Use a variety of verbs and verb phrases Expand noun phrases to enrich meaning Connecting and Condensing Ideas part IIC) Combine clauses in a variety of ways to make</p>

		Argument Credibility Claim Opinion	Present Write longer and more complex pieces Justify/Argue Select language resources	connections Condense ideas in a variety of ways
ELA Core Standards			End of Unit Targets	
Revolving Reading Standard: 1,4,10				
Reading	Literature 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 detail; provide an objective summary of the text.		<ul style="list-style-type: none"> • I can determine a theme or central idea of a text. • I can analyze in detail a theme’s development over the course of the text. • I can analyze how a theme emerges and is shaped and refined by the specific details. • I can provide an objective summary of the text. 	
	Literature 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.		<ul style="list-style-type: none"> • I can analyze a point of view reflected in a work of literature from outside the United States. • I can analyze a cultural experience reflected in a work of literature from outside the United States. • I can draw upon a wide reading of world literature. 	
	Informational 10.3: Analyze 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.		<ul style="list-style-type: none"> • I can analyze how the author unfolds an analysis or series of ideas or events. • I can analyze how the author uses order in which points are made. • I can analyze how the author uses introduction and development of points. • I can analyze how the author draws connections between points. 	
ELA Core Standards			End of Unit Targets	
Revolving Writing Standards: 4,5,6,10			•MLA citation should be taught throughout all the clusters	

Writing	Writing 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.		<ul style="list-style-type: none"> • I can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. • I can effectively select, organize, and analyze content. 	
	a) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.		<ul style="list-style-type: none"> • I can introduce a topic. • I can organize complex ideas, concepts, and information. • I can make important connections and distinctions • I can use formatting, graphics, and multimedia when useful to aid in comprehension. 	

	<p>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>	<ul style="list-style-type: none"> • I can develop the topic with well-chosen, relevant, and sufficient facts. • I can use extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
	<p>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>	<ul style="list-style-type: none"> • I can 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>d) Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>	<ul style="list-style-type: none"> • I can use precise language and domain-specific vocabulary to manage the complexity of the topic.
	<p>e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<ul style="list-style-type: none"> • I can establish and maintain a formal style and objective tone. • I can attend to the norms and conventions of the discipline in which I am writing.
	<p>f) Provide a concluding statement 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"> • I can write a concluding statement or paragraph that supports the information or explanation I have presented.
	ELA Core Standards	End Of Unit Targets
Speaking and Listening	Revolving Standard: 6	
	<p>Speaking and Listening 10.1c: Propel conversation by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussions; and clarify, verify or challenge ideas and conclusions.</p>	<ul style="list-style-type: none"> • I can continue an academic conversation by posing and responding to questions that relate to the discussions to the broader theme or larger ideas. • I can continue the academic conversation by incorporating others into the discussion. • I can clarify or verify ideas discussed in the conversation. • I can challenge ideas and conclusion discussed in the conversation.
	<p>Speaking and Listening 10.1d: Respond thoughtfully to diverse perspectives, summarize opinions of agreement and disagreements, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning.</p>	<ul style="list-style-type: none"> • I can respond thoughtfully to different perspectives. • I can summarize opinions of agreements and disagreements. • I can qualify my own view and understanding of the ideas discussed. • I can justify my own views and understanding of the ideas discussed. • I can make new connections when new evidence or reasoning is introduced.

	ELA Core Standards	End Of Unit Targets
Language	Revolving Standards: 4,5,6	
	Language 10.1b: 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"> I can use various types of phrases and clauses to write or present ideas in an interesting way.
	Language 10.2a: Use semicolons (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	<ul style="list-style-type: none"> I can correctly use semicolons (and a conjunctive adverb) to link two or more closely related independent clauses.
	Language 10.2b: Use a colon to introduce a list or quotation.	<ul style="list-style-type: none"> I can correctly use a colon to introduce a list. I can correctly use a colon to introduce a quotation.

Resources for your reference:

ELA SharePoint: <http://mcs.monet.k12.ca.us.departments/it/ELA/default.aspx>

<p>Writers Handbook: Chapter 2: Grammar: 30 Errors Chapter 3: Figurative Language and Rhetorical Terms Chapter 4: Literary Terms Chapter 6: Writing Terms Chapter 9: Sentence Frames & Response Frames Chapter 10: Check for Understanding (CFU) Chapter 11: Engagement Strategies Chapter 15: Three Discourses: Characteristics of Discourses Chapter 16: Writing Domains Chapter 17: Three Stages in the writing Process Chapter 18: Model Essays 1) Narrative 2) Expository 3) Argument</p>	<p>Holt Grammar Handbook: Chapter 1 : Parts of Speech Chapter 3: The Phrase Chapter 4: The Clause Chapter 11: Punctuation: End Marks and Commas Chapter 12: Punctuation: Semicolons and Colons</p>
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10th Grade Cluster 3 Theme: Science and Technology/ERWC: “River Rights”

- **MLA citation should be taught throughout all the clusters**

Literary		Informational	
Majority of texts to be from Holt.		Majority of texts to be from Holt.	
<p>Select at least one of the following text:</p> <ul style="list-style-type: none"> • “The Pedestrian” (p.47) • “All Watched over by Machines of Loving Grace” (p.184) • “Cold Equations” (p.164) • “By the Waters of Babylon” (p.141) <p>Poetry:</p> <ul style="list-style-type: none"> • “Waiting for E. Gularis” (p.573) <p>Novels:</p> <ul style="list-style-type: none"> • <i>Brave New World</i> • <i>The Chosen</i> • <i>Hunger Games</i> <div style="margin-left: 150px;"> <p>} *These are suggested titles for the theme.</p> <p>} *These do not have to be taught here.</p> </div>		<p style="text-align: center;">Required ERWC: “River Rights”</p> <p>Select at least one of the following text:</p> <ul style="list-style-type: none"> • “Explorers Say There’s Still Lots to Look For” (p.367) • “Taster – The Final Frontier” (p.188) • “Call of the Wild Save Us” (p.579) <p>Assessment Option:</p> <ul style="list-style-type: none"> • Standard Review: p. 222-227 	
Essential Question	Supporting Questions	Key Terms	Writing Focus-- Argument
			ELD Connections
<p>How have scientific advances changed our society?</p>	<ul style="list-style-type: none"> • How can small choices have big consequences? • Does technology unite or isolate us? • How can science benefit our lives? 	<p>Setting Mood Atmosphere Purpose Loaded words First person point of view Persona Third person-limited point of view Documentation Credibility Bias Accuracy Relevance Emotional Appeal</p>	<p>Part I: Interacting in Meaningful Ways Collaborative (part IA) Support opinions and persuade others Adapt language choices Interpretive Part IB) Listen actively Read/view text closely Evaluate language choices Analyze language choices Productive (part IC) Present Write longer and more complex pieces Justify/Argue Select language resources</p>
			<p>Part 2: Learning About How English Works Structuring Cohesive Texts (part IIA) Understand text structures Understand cohesion Expanding and Enriching Idea (part IIB) Use a variety of verbs and verb phrases Expand noun phrases to enrich meaning Connecting and Condensing Ideas part IIC) Combine clauses in a variety of ways to make connections Condense ideas in a variety of ways</p>


ELA Core Standards	End of Unit Target
Revolving Reading Standards: 1,4,10	
<p>Literature 10.2: Determine a them 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 detail; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> • I can determine a theme or central idea of a text. • I can analyze in detail a theme’s development over the course of the text. • I can analyze how it emerges and is shaped and refined by the specific details. • I can provide an objective summary of the text.
<p>Literature 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>	<ul style="list-style-type: none"> • I can analyze how complex characters develop over the course of a text. • I can analyze how complex characters interact with other characters. • I can analyze how complex characters advance the plot or develop theme.
<p>Literature 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 such effects as mystery, tension, or suspense).</p>	<ul style="list-style-type: none"> • I can analyze how an author’s choice of structure creates such effects as mystery, tension, or surprise. • I can analyze how the author’s use of order of events or time manipulation creates such effects as mystery, tension, or surprise.
<p>Informational 10.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portion of a text (e.g., a section or chapter).</p>	<ul style="list-style-type: none"> • I can analyze in detail how an author’s ideas or claims are developed by particular sentences. • I can analyze in detail how an author’s claims are developed and refined by paragraphs or larger portions of a text.
<p>Informational 10.6: Determine an author’s point-of-view or purpose in a text and analyze how an author uses rhetoric to advance hat point of view or purpose.</p>	<ul style="list-style-type: none"> • I can determine an author’s point of view in a text. • I can determine and author’s purpose in a text. • I can analyze how an author uses rhetoric to advance a point of view or purpose.
<p>Informational 10.7: 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>	<ul style="list-style-type: none"> • I can analyze various accounts of a subject told in different mediums. • I can determine which details are emphasized in each account.

ELA Core Standards	End of Unit Target
Revolving Writing Standards: 4,5,6,10	* MLA citation should be taught throughout all the clusters
Writing 10.1: Write arguments to support claims in and analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<ul style="list-style-type: none"> • I can write arguments to support claims in an analysis of substantive topics or texts. • I can use valid reasoning to support claims. • I can use relevant and sufficient evidence to support claims.
a. Introduce precise claims(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.	<ul style="list-style-type: none"> • I can introduce precise claims. • I can distinguish my claim from alternate or opposing claims. • I can create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.
b. 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.	<ul style="list-style-type: none"> • I can develop claims and counterclaims fairly. • I can supply evidence for claims and counterclaims while pointing out the strengths and limitations of both. • I can anticipate audience knowledge level and concerns.
c. 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.	<ul style="list-style-type: none"> • I can use words, phrases, and clauses to link major sections of text. • I can use words, phrases, and clauses to create cohesion and clarify the relationships between claims and reasons, reasons and evidence, claims and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<ul style="list-style-type: none"> • I can establish and maintain a formal style and objective tone. • I can attend to the norms and conventions of the discipline in which I am writing.
e. Provide a concluding statement or section that follows from and supports the argument presented.	<ul style="list-style-type: none"> • I can provide a concluding statement or section that follows form and support the arguments presented.
Writing 10.7: 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"> • I can conduct short research projects to answer a question or solve a problem. • I can conduct more sustained research projects to answer a question or solve a problem. • I can narrow or broaden the inquiry when appropriate. • I can synthesize multiple sources on my subject. • I can demonstrate understanding of the subject I investigated.

<p>Writing 10.8: 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 including footnotes and endnotes.</p>	<ul style="list-style-type: none"> • I can conduct an advanced search to gather relevant information from reliable print and digital sources. • I can determine if a source is useful for answering a particular research question. • I can include information from sources that supports my ideas without plagiarizing other’s words and ideas. • I can correctly cite my sources in the text or at the end of my paper.
<p>ELA Core Standards</p>	<p>End of Unit Targets</p>
<p>Revolving Speaking and Listening Standards: 1,6</p>	
<p>Speaking and Listening 10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<ul style="list-style-type: none"> • I can examine sources of information presented visually, orally, or numerically and evaluate the credibility and accuracy of each source.
<p>ELA Core Standards</p>	<p>End Of Unit Targets</p>
<p>Revolving Language Standards: 3,4,5,6</p>	
<p>Language 10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> • I can use language correctly when writing or speaking.
<p>a. Use parallel structure.</p>	<ul style="list-style-type: none"> • I can define parallel structure and use it correctly.
<p>Resources for your reference: ELA SharePoint: http://mcs.monet.k12.ca.us/departments/it/ELA/default.aspx</p>	
<p>Writers Handbook: Chapter 2: Grammar: 30 Errors Chapter 3: Figurative Language and Rhetorical Terms Chapter 4: Literary Terms Chapter 6: Writing Terms Chapter 9: Sentence Frames & Response Frames Chapter 10: Check for Understanding (CFU) Chapter 11: Engagement Strategies Chapter 15: Three Discourses: Characteristics of Discourses Chapter 16: Writing Domains Chapter 17: Three Stages in the writing Process Chapter 18: Model Essays 1) Narrative 2) Expository 3) Argument</p>	<p>Holt Grammar Handbook: Chapter 3: The Phrase Chapter 4: The Clause Chapter 16: Correcting Common Errors Chapter 17: Writing Complete Sentences Chapter 18: Writing Effective Sentences</p>

10th Grade Cluster 4 Theme: Why Shakespeare?

- MLA citation should be taught throughout all clusters

Literary Texts Majority of texts to be from Holt		Informational Texts Majority of text to be from Holt	
<p>Select at least one of the following text:</p> <ul style="list-style-type: none"> • “Theseus” (p662) • “The Brute” (p725) <p>Novels:</p> <ul style="list-style-type: none"> • <i>Julius Caesar</i> (p756) • <i>Twelfth Night</i> 		<p>Required ERWC: “Leopard Man” or “Age of Responsibility”</p> <p>Select at least one of the following text:</p> <ul style="list-style-type: none"> • “William Shakespeare’s Life” (p.741) • “The Elizabethan Stage” (p.745) • “The Play: The Results of Violence” (p.750) • “How to Read Shakespeare” (p.752) • “Who Wrote Shakespeare” (from <i>Interactive Reader</i> p.352) • “What is a Tragic Hero?” (p. 872) • “Julius Caesar in an Absorbing Production” (p. 882) <p>Assessment Options:</p> <ul style="list-style-type: none"> • “Brutus’ Funeral Speech” (p819) • Comparing a Play and a Film (p890) 	
	<p>*These are suggested titles for the theme.</p> <p>*These do not have to be taught here.</p>		
Essential Question	Supporting Questions	Key Terms	Writing Focus-- Informational/Expository
			ELD Connections
<p>How is Shakespeare relevant now?</p>	<ul style="list-style-type: none"> • How does modern drama compare to Shakespearean classics? • What themes are universal? 	<p>Drama Poetry terms Speaker/audience Iambic pentameter Meter Soliloquy Monologue Aside Figurative language sonnet</p>	<p>Part I: Interacting in Meaningful Ways Collaborative (part IA) Exchange Information/ideas Support opinions and persuade others Adapt language choices Interpretive Part IB) Listen actively Read/view text closely Evaluate language choices Analyze language choices Productive (part IC) Present Write longer and more complex pieces</p>
		<p>Part 2: Learning About How English Works Structuring Cohesive Texts (part IIA) Understand text structures Understand cohesion Expanding and Enriching Idea (part IIB) Use a variety of verbs and verb phrases Expand noun phrases to enrich meaning Modify sentences to add detail Connecting and Condensing Ideas part IIC)</p>	

			Select language resources	Combine clauses in a variety of ways to make connections Condense ideas in a variety of ways
ELA Core Standards			End of Unit Targets	
Revolving Reading Standards 1,4,10				
Reading	Literature 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.		<ul style="list-style-type: none"> I can analyze how complex characters develop over the course of a text. I can analyze how complex characters interact with other characters. I can analyze how complex characters advance plot or develop theme. 	
	Literature 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 such effects as mystery, tension, or surprise.		<ul style="list-style-type: none"> I can analyze how an author's choice of structure creates such effects as mystery, tension, or surprise. I can analyze how the author's use of order of events or time manipulation to create such effects as mystery, tension, or surprise. 	
	Literature 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.		<ul style="list-style-type: none"> I can analyze a point of view reflected in a work of literature from outside the United States. I can analyze a cultural experience reflected in a work of literature from outside the United States. I can draw on a wide reading of world literature. 	
	Literature 10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).		<ul style="list-style-type: none"> I can analyze a subject or scene in two different artistic mediums and discuss what is emphasized or absent in each. 	
	Literature 10.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).		<ul style="list-style-type: none"> I can recognize references to other well-known works that the author uses throughout a text. I can connect a specific author's work to a prior well-known text. I can analyze how an author has transformed well-known texts into his own work. 	
	Informational 10.5a: Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents.		<ul style="list-style-type: none"> I can analyze the use of text features in workplace documents. 	

	ELA Core Standards	End Of Unit Targets
Writing	Revolving Writing Standards: 4,5,6,10 *MLA citation should be taught throughout all clusters	
	Writing 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.	<ul style="list-style-type: none"> I can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. I can effectively select organize and analyze content.
	a) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.	<ul style="list-style-type: none"> I can introduce a topic. I can organize complex ideas, concepts, and information. I can make important connections and distinctions I can use formatting, graphics, and multimedia when useful to aid in comprehension.
	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.	<ul style="list-style-type: none"> I can develop the topic with well-chosen, relevant, and sufficient facts. I can use extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
	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.	<ul style="list-style-type: none"> I can use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
	d) Use precise language and domain-specific vocabulary to manage the complexity of the topic.	<ul style="list-style-type: none"> I can use precise language and domain-specific vocabulary to manage the complexity of the topic.
	e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<ul style="list-style-type: none"> I can establish and maintain a formal style and objective tone. I can attend to the norms and conventions of the discipline in which I am writing.
	f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implications or the significance of the topic.)	<ul style="list-style-type: none"> I can write a concluding statement or paragraph that supports the information or explanation I have presented.
Speaking and Listening	ELA Core Standards	End Of Unit Targets
	Revolving Speaking and Listening Standards: 1,6	
	SL 10.4b: Plan, memorize and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance technique (e.g., tone rate, voice modulation) to achieve the desired aesthetic effect.	<ul style="list-style-type: none"> I can recite a selection from memory that conveys the correct meaning of the selection and use appropriate performance techniques to achieve the desired effect.

	ELA Core Standards	End Of Unit Targets
Language	Revolving Language Standards: 3,4,5,6	
	Language 10.5a: Interpret figures of speech (e.g., personification) in context.	<ul style="list-style-type: none"> • I can interpret figures of speech in a selection.
	Language 10.5b: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each word.	<ul style="list-style-type: none"> • I can use the relationship between particular words to better understand each word.
Resources for your reference: ELA SharePoint: http://mcs.monet.k12.ca.us/departments/it/ELA/default.aspx		
Writers Handbook: Chapter 2: Grammar: 30 Errors Chapter 3: Figurative Language and Rhetorical Terms Chapter 4: Literary Terms Chapter 6: Writing Terms Chapter 9: Sentence Frames & Response Frames Chapter 10: Check for Understanding (CFU) Chapter 11: Engagement Strategies Chapter 15: Three Discourses: Characteristics of Discourses Chapter 16: Writing Domains Chapter 17: Three Stages in the writing Process Chapter 18: Model Essays 1) Narrative 2) Expository 3) Argument	Holt Grammar Handbook: Chapter 16: Correcting Common Errors Chapter 17: Writing Complete Sentences Chapter 18: Writing Effective Sentences	

10th Grade Cluster 5 Theme: Conflict

- **MLA citation should be taught throughout all clusters**

Literary			Informational	
<p>Select at least one of the following text:</p> <p>Reading:</p> <ul style="list-style-type: none"> • “Where Have You Gone, Charming Billy?” (p.621) <p>Poetry</p> <ul style="list-style-type: none"> • “The Friendship Only Lasted a Few Seconds” (p.629) <p>Novel</p> <ul style="list-style-type: none"> • <i>Animal Farm (Screenplay in IR p.193)</i> • <i>Night</i> • <i>All Quiet on the Western Front</i> • <i>Cry, the Beloved Country</i> • <i>Fallen Angels</i> • <i>The Pearl</i> • <i>Maus I</i> • <i>Maus II</i> <div style="margin-left: 200px;"> <p>*These are suggested titles for the theme.</p> <p>*These do not have to be taught here.</p> </div>			<p>Select at least one of the following text:</p> <ul style="list-style-type: none"> • “The War Escalates” (p.634) • “Dear Folks” (p.637) • from the “Declaration of Independence from the War in Vietnam” (p.639) <p>Supplemental Speeches to meet RI 10.9:</p> <ul style="list-style-type: none"> • Bush’s September 11th speech http://www.americanrhetoric.com/speeches/gwbush911addresstothenation.htm • Obama’s response to Sandy Hook http://www.npr.org/2012/12/16/167412995/transcript-president-obama-at-sandy-hook-prayer-vigil • Roosevelt’s response to Pearl Harbor http://www.americanrhetoric.com/speeches/fdrpearlharbor.htm <p>Assessment Option:</p> <ul style="list-style-type: none"> • The Media and the War & from The Vietnam War: An Eyewitness History (Standards Review pp. 712-717). 	
Essential Question	Supporting Questions	Key Terms	Writing Focus-- Argument	
			ELD Connections	
How does conflict effect progress?		Historical context Primary source Secondary source Rhetorical question Objective subjective	Part I: Interacting in Meaningful Ways Collaborative (part IA) Support opinions and persuade others Interpretive Part IB) Listen actively Read/view text closely Evaluate language choices Analyze language choices Productive (part IC) Present Write longer and more complex pieces Justify/Argue	Part 2: Learning About How English Works Structuring Cohesive Texts (part IIA) Understand text structures Understand cohesion Expanding and Enriching Idea (part IIB) Use a variety of verbs and verb phrases Expand noun phrases to enrich meaning

			Select language resources	Connecting and Condensing Ideas part IIC) Combine clauses in a variety of ways to make connections Condense ideas in a variety of ways
ELA Core Standards			End of Unit Targets	
Revolving Reading Standards: 1,4,10				
Literature 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 such effects as mystery, tension, or suspense).			<ul style="list-style-type: none"> I can analyze how an author’s choice of structure creates such effects as mystery, tension, or surprise. I can analyze how the author’s use of order of events or time manipulation creates such effects as mystery, tension, or surprise. 	
Literature 10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).			<ul style="list-style-type: none"> I can analyze a subject or scene in two different artistic mediums and discuss what is emphasized in each. 	
Informational 10.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portion of a text (e.g., a section or chapter).			<ul style="list-style-type: none"> I can analyze in detail how an author’s ideas or claims are developed by particular sentences. I can analyze in detail how an author’s claims are developed and refined by paragraphs or larger portions of a text. 	
Informational 10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., “Washington’s Farewell Address”, the <i>Gettysburg Address</i> , Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.			<ul style="list-style-type: none"> I can compare historic U.S. documents and identify related themes and concepts. 	
ELA Core Standards			End of Unit Targets	
Revolving Writing Standards: 4,5,6,10 *MLA citation should be taught throughout all clusters				
Writing 10.1: Write arguments to support claims in and analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			<ul style="list-style-type: none"> I can write arguments to support claims in an analysis of substantive topics or texts. I can use valid reasoning to support claims. I can use relevant and sufficient evidence to support claims. 	
a. 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.			<ul style="list-style-type: none"> I can introduce precise claims. I can distinguish my claim from alternate or opposing claims. I can create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence. 	

<p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge-level and concerns.</p>	<ul style="list-style-type: none"> • I can develop claims and counterclaims fairly. • I can supply evidence for claims and counterclaims while pointing out the strengths and limitations of both. • I can anticipate audience knowledge-level and concerns.
<p>c. 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.</p>	<ul style="list-style-type: none"> • I can use works, phrases, and clauses to link major sections of text. • I can use words, phrases, and clauses to create cohesion and clarify the relationships between claims and reasons, reasons and evidence, and claims and counterclaims.
<p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<ul style="list-style-type: none"> • I can establish and maintain a formal style and objective tone. • I can attend to the norms and conventions of the discipline in which I am writing.
<p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<ul style="list-style-type: none"> • I can provide a concluding statement or section that follows form and support the arguments presented.
<p>Writing 10.7: 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"> • I can conduct short research projects to answer a question or solve a problem. • I can conduct more sustained research projects to answer a question or solve a problem. • I can narrow or broaden the inquiry when appropriate. • I can synthesize multiple sources on my subject. • I can demonstrate understanding of the subject I investigate.
<p>Writing 10.8: 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 including footnotes and endnotes.</p>	<ul style="list-style-type: none"> • I can conduct an advanced search to gather relevant information from reliable print and digital sources. • I can determine if a source is useful for answering a particular research question. • I can include information from sources that supports my ideas without plagiarizing other’s words and ideas. • I can correctly cite my sources in the text or at the end of my paper.

ELA Core Standards	End of Unit Targets
Revolving Speaking and Listening Standards: 1,6	
<p>Speaking and Listening 10.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<ul style="list-style-type: none"> • I can evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. • I can identify any fallacious reasoning or exaggerated or distorted evidence.
<p>Speaking and Listening 10.4a: Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and he organization, development, substance, and style and appropriate to purpose (e.g., argument, narrative, informative, responses to literature presentations), audience, and task.</p>	<ul style="list-style-type: none"> • I can present information, findings, and evidence clearly, concisely and logically. • I can present information so that my listeners can follow my line of reasoning. • I can present information so that the organization, development, and substance, and style are appropriate to my purpose, audience, and task.
<p>Speaking and Listening 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"> • I can give a presentation where I intentionally use digital media to support the understanding of my research.
<p>Speaking and Listening 10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<ul style="list-style-type: none"> • I can adapt my speech to a variety of contexts. • I can adapt my speech to a variety of tasks. • I can demonstrate a command of formal English when indicated or appropriate.
<p>Review Language Standards</p>	

Resources for your reference:

ELA SharePoint: <http://mcs.monet.k12.ca.us/departments/it/ELA/default.aspx>

Writers Handbook:

Chapter 2: Grammar: 30 Errors
Chapter 3: Figurative Language and Rhetorical Terms
Chapter 4: Literary Terms
Chapter 6: Writing Terms
Chapter 9: Sentence Frames & Response Frames
Chapter 10: Check for Understanding (CFU)
Chapter 11: Engagement Strategies
Chapter 15: Three Discourses: Characteristics of Discourses
Chapter 16: Writing Domains
Chapter 17: Three Stages in the writing Process
Chapter 18: Model Essays 1) Narrative 2) Expository 3) Argument

Holt Grammar Handbook:

Chapter 16: Correcting Common Errors
Chapter 17: Writing Complete Sentences
Chapter 18: Writing Effective Sentences

10th Grade Cluster 6 Theme: Quest/Traditions

- MLA citations should be taught throughout all clusters

Literary Texts Majority of texts to be from Holt		Informational Texts Majority of texts to be from Holt	
Select at least one of the following text: Readings <ul style="list-style-type: none"> • “The Sword and the Stone” (p.645) • “The Tale of Sir Lancelot” (p.652) • “Sigurd, the Dragon Slayer” (p.674) • “The Very Old Man with Enormous Wings” (p.587) • Multicultural Mythology Novel <ul style="list-style-type: none"> • <i>Bless Me Ultima</i> • <i>King Arthur and His Knights of the Round Table</i> • <i>Gates of Fire</i> • <i>The Hobbit</i> • <i>The Iliad</i> 		Select at least one of the following text: <ul style="list-style-type: none"> • “The Magic Happened” (p.648) • “The Romance” (p.657) • “All We Need Is That Piece of String” (p.669) • “The Norse Gods” 	
Essential Question	Supporting Questions	Key Terms	Writing Focus-- Teacher’s Choice: <ul style="list-style-type: none"> • Argumentative • Informational • Narrative
ELD Connections			
How are people shaped by traditions? How do quests shape literature?		Legend Motivation Conflict Resolution Myths Images	Part I: Interacting in Meaningful Ways Collaborative (part IA) Exchange Information/ideas Support opinions and persuade others Adapt language choices Interpretive Part IB) Listen actively Read/view text closely Evaluate language choices Productive (part IC) Write longer and more complex pieces Justify/Argue
			Part 2: Learning About How English Works Structuring Cohesive Texts (part IIA) Understand text structures Understand cohesion Connecting and Condensing Ideas part IIC) Combine clauses in a variety of ways to make connections Condense ideas in a variety of ways

*These are suggested titles for the theme.

*These do not have to be taught here.

ELA Core Standards		End of Unit Targets
Revolving Reading Standards: 1,4,10		
Reading	Literature 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 detail; provide an objective summary of the text.	<ul style="list-style-type: none"> • I can determine a theme or central idea of a text. • I can analyze in detail a theme’s development over the course of the text. • I can analyze how theme emerges and is shaped and refined by the specific details. • I can provide an objective summary of the text.
	Literature 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.	<ul style="list-style-type: none"> • I can analyze a point of view reflected in a work of literature from outside the United States • I can analyze a cultural experience reflected in a work of literature from outside the United States. • I can draw on a wide range of reading of world literature.
	Informational 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.	<ul style="list-style-type: none"> • I can break down an author’s argument into claims, evidence, and reasoning. • I can assess whether the reasoning is valid. • I can assess whether the evidence is relevant and sufficient. • I can identify false statements and fallacious reasoning.
ELA Core Standards		End of Unit Targets
Revolving Writing Standards: 4,5,6,10 *MLA citations should be taught throughout all clusters		
Writing	Writing 10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<ul style="list-style-type: none"> • I can write arguments to support claims in an analysis of substantive topics or texts. • I can use valid reasoning to support claims. • I can use relevant and sufficient evidence to support claims.
	Writing 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.	<ul style="list-style-type: none"> • I can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. • I can effectively select organize and analyze content.
	Writing 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"> • I can write a well-structured, detailed narrative about real or imagined events or experiences.

	<p>Writing 10.7: Conduct short as well as more sustained research projects to answer a question (including self-generated questions) 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"> • I can conduct short research projects to answer a question or solve a problem. • I can conduct more sustained research projects to answer a question or solve a problem. • I can narrow or broaden the inquiry when appropriate. • I can synthesize multiple sources on my subject. • I can demonstrate understanding of the subject I investigate.
	<p>Writing 10.8: 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 <u>including footnotes and endnotes.</u></p>	<ul style="list-style-type: none"> • I can gather relevant information from different print and digital sources. • I can use advanced searches correctly. • I can assess if the information is answering my research question. • I can use the information in my text selectively to maintain the flow of ideas. • I can format footnotes and endnotes to avoid plagiarism.
	ELA Core Standards	End of Unit Targets
Speaking Listening	Revolving Speaking and Listening Standards: 1,6	
	<p>Speaking and Listening 10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<ul style="list-style-type: none"> • I can initiate collaborative discussions including one on one, group, and teacher-led discussions. • I can participate effectively in a range of collaborative discussions, including one-on-one, group, and teacher led. • I can participate in discussions with diverse partners on grade tenth grade, texts, and issues. • I can build on others' ideas and express my own clearly and persuasively.
Language	Review all Language Standards	

Resources for your reference:

ELA SharePoint: <http://mcs.monet.k12.ca.us/departments/it/ELA/default.aspx>

Writers Handbook:

- Chapter 2: Grammar: 30 Errors
- Chapter 3: Figurative Language and Rhetorical Terms
- Chapter 4: Literary Terms
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- Chapter 11: Engagement Strategies
- Chapter 15: Three Discourses: Characteristics of Discourses
- Chapter 16: Writing Domains
- Chapter 17: Three Stages in the writing Process
- Chapter 18: Model Essays 1) Narrative 2) Expository 3) Argument

Holt Grammar Handbook:

- Chapter 16: Correcting Common Errors
- Chapter 17: Writing Complete Sentences
- Chapter 18: Writing Effective Sentences