

# Spearfish School District Curriculum / Pacing Guide

## Literature Grade 10 / ELA

Instructional Focus	Focus Summary
<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>Suggested Time Frame:</b> approximately 13, 90-minute classes</p>	<p><b>UNIT ONE: CONFLICT &amp; CONNECTION (INTO LITERATURE GRADE 10)</b></p> <p>Students will read short fiction, nonfiction (memoir &amp; court documents), and poetry. All texts are centered around the idea that conflict and break connections or that connections can be bridged after conflict. Students will focus on the following literary elements: characterization, theme, tone, historical &amp; cultural details, claims, evidence, metaphor, simile, and personification. Additionally, students will work to provide textual evidence to support inferences about each text, differentiating their citations between prose and poetry. Finally, students will read closely for understanding, summarize texts, and annotate texts for analysis.</p>
<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>Suggested Time Frame:</b> approximately 13, 90-minute classes</p>	<p><b>UNIT TWO: THE POWER OF PERCEPTION (INTO LITERATURE GRADE 10)</b></p> <p>Students will read short fiction, nonfiction (informational texts &amp; infographics), and poetry. All texts are centered around the idea that our point of view shapes how we see the world. Students will focus on the following literary elements: characterization, setting, theme, tone, mood, thesis statements, key ideas, evidence, suspense, parallel plots, foreshadowing, metaphor, simile, and personification. Additionally, students will work to provide textual evidence to support inferences about each text, differentiating their citations between prose and poetry. Finally, students will read closely for understanding, summarize texts, and annotate texts for analysis.</p>
<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>Suggested Time Frame:</b> approximately 13, 90-minute classes</p>	<p><b>UNIT THREE: FORCES OF CHANGE (INTO LITERATURE GRADE 10)</b></p> <p>Students will read short fiction, nonfiction (magazine &amp; science articles), and poetry. All texts are centered around the idea that even the smallest change can have a big impact. Students will focus on the following literary elements: characterization, setting, theme, tone, mood, thesis statements, structural organization of ideas (cause and effect, chronological order, etc.), evidence, science fiction, media bias and the forms it takes, metaphor, simile, personification, irony, and satire. Additionally, students will work to provide textual evidence to support inferences about each text, differentiating their citations between prose and poetry. Finally, students will read closely for understanding, summarize texts, and annotate texts for analysis.</p>
<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>Suggested Time Frame: Every class for at least 10 minutes; time outside of class (if needed)</b></p>	<p><b>NOVEL UNIT: INDEPENDENT</b></p> <p>Students will choose an independent novel to read for the semester. Students will choose a book at an appropriate reading level. Their books can be fiction or nonfiction but has to have a narrative arc. Students are prohibited from choosing magazines, encyclopedias, dictionaries, or books for younger readers (such as upper elementary school). Graphic novels, manga, ebooks, and audiobooks are acceptable. Students will analyze character, setting, point of view, and theme, along with a variety of figurative language. Students will track their progress through 4 short assignments that focus on characterization, point of view, theme, and important quotations. Students will also produce a project at the end of the unit.</p>
<p style="text-align: center;"><b>5</b></p> <p style="text-align: center;"><b>Suggested Time Frame:</b> Every class for at least 10 minutes; time outside of class (if needed)</p>	<p><b>GRAMMAR UNIT: NO RED INK</b></p> <p>Through the use of the online grammar program No Red Ink, students will practice grammatical skills in six areas: active &amp; passive voice, misplaced &amp; dangling modifiers, connecting clauses with colons and semicolons, parallel structure, lists, and commonly confused words. Students will complete a diagnostic, practice, and quiz for each unit. Students will work at their own pace to master the skills.</p>

Instructional Focus 1 UNIT TWO: CONFLICT & CONNECTION	Strand	Targeted Standards-based Essential Skills & Concepts	Essential Vocabulary	Resources
Suggested Time Frame: approximately 13, 90-minute classes	Reading Literature	<p><a href="#">9-10.RL.1</a> Cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><a href="#">9-10.RL.2</a> Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis.</p> <p><a href="#">9-10.RL.3</a> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><a href="#">9-10.RL.4</a> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><a href="#">9-10.RL.6</a> Analyze how point of view and/or author purpose shapes the content and style of culturally diverse texts, including those from outside the United States.</p> <p><a href="#">9-10.RL.7</a> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p> <p><a href="#">9-10.RL.10</a> By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 9–10 text complexity band independently and proficiently.</p> <p>A. Read and comprehend with proficiency at grade level.</p> <p>B. Self-select texts for personal enjoyment, interest and academic tasks.</p> <p>C. Read widely to understand multiple perspectives and diverse viewpoints.</p>	<ul style="list-style-type: none"> <li>analyze</li> <li>annotate</li> <li>author’s purpose</li> <li>characterization</li> <li>citation</li> <li>claims</li> <li>compare &amp; contrast</li> <li>cultural details</li> <li>detail</li> <li>evidence</li> <li>figurative language</li> <li>historical details</li> <li>imagery</li> <li>inference</li> <li>in-text citation</li> <li>metaphor</li> <li>MLA format</li> <li>plot</li> <li>simile</li> <li>stanza</li> <li>summary</li> <li>support</li> <li>symbolism</li> <li>textual evidence</li> <li>theme</li> <li>tone</li> </ul>	<ul style="list-style-type: none"> <li>Kagan Cooperative Learning Strategies</li> <li>HMH Ed (online textbook)</li> <li>Into Literature, grade 10 textbook <ul style="list-style-type: none"> <li>“The Book of the Dead” by Edwidge Danticat (short fiction)</li> <li>“By Any Other Name” by Santha Rama Rau (memoir)</li> <li>“Without Title” by Diane Glancy (poem)</li> <li>from <i>Texas v Johnson</i>: Majority Opinion by William J. Brennan (court opinion)</li> <li>from <i>Texas v Johnson</i>: Dissent by William Rehnquist (court opinion)</li> <li>“American Flag Stands for Tolerance” by Ronald J. Allen (editorial) – OPTIONAL</li> <li>Independ texts (see online</li> </ul> </li> </ul>
	Reading Informational Text	<p><a href="#">9-10.RI.1</a> Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><a href="#">9-10.RI.2</a> Determine a central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support analysis.</p> <p><a href="#">9-10.RI.4</a> Determine the meaning of words and phrases as they are used in a text, including</p> <p>A. Figurative, connotative, and technical meanings.</p> <p>B. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p><a href="#">9-10.RI.6</a> Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><a href="#">9-10.RI.8</a> Delineate (break down) and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and</p>		

		<p>sufficient; identify false statements and fallacious reasoning.</p> <p><a href="#">9-10.RI.9</a> Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <p><a href="#">9-10.RI.10</a> By the end of the year, read and comprehend literary nonfiction and informational text at the high end of grades 9–10 text complexity band independently and proficiently.</p> <p>A. Read and comprehend with proficiency at grade level.</p> <p>B. Self-select texts for personal enjoyment, interest and academic tasks.</p> <p>C. Read widely to understand multiple perspectives and diverse viewpoints.</p>		<p>textbook) – OPTIONAL</p> <ul style="list-style-type: none"><li>● Background info on Haitian dictatorship of the mid-20<sup>th</sup> century</li><li>● Background information on 1<sup>st</sup> amendment rights, specifically freedom of speech</li><li>● Background information on <i>Texas v Johnson</i> Supreme Court case (when, where, why, who)</li><li>● Kevin Jin Kwan Kim short film on name changing</li><li>● Rhetorical appeals definitions (ethos, pathos, logos)</li><li>● Class Moodle: <a href="#">Unit One</a> (contains digital and audio copies of texts, digital copies of worksheets and assignments, quizzes, and tests)</li></ul>
	Writing	<p><a href="#">9-10.W.2</a> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><a href="#">9-10.W.9</a> Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply grades 9–10 Reading standards for literature to writing.</p> <p>B. Apply grades 9–10 Reading standards for literary fiction and nonfiction to writing.</p>		
	Speaking and Listening	<p><a href="#">9-10.SL.1</a> Initiate and participate effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>		
	Language	<p><a href="#">9-10.L.1</a> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><a href="#">9-10.L.3</a> 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. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.</p> <p><a href="#">9-10.L.4</a> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p><a href="#">9-10.L.5</a> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p>		
<p><b>Assessments:</b> How do my students demonstrate their understanding and how do I measure their learning?</p> <p>Formative: whole class discussions; small group discussions; selection quizzes; text analysis work (questions, charts, evidence, compare &amp; contrast, annotation, etc.)</p> <p>Summative: unit test</p>				
Instructional Focus 2 UNIT TWO:	Strand	Targeted Standards-based Essential Skills & Concepts	Essential Vocabulary	Resources

THE POWER OF PERCEPTION				
<b>Suggested Time Frame:</b> <b>approximately 13, 90-minute classes</b>	<b>Reading Literature</b>	<p><a href="#">9-10.RL.1</a> Cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><a href="#">9-10.RL.2</a> Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis.</p> <p><a href="#">9-10.RL.3</a> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><a href="#">9-10.RL.4</a> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><a href="#">9-10.RL.5</a> Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.</p> <p><a href="#">9-10.RL.6</a> Analyze how point of view and/or author purpose shapes the content and style of culturally diverse texts, including those from outside the United States.</p> <p><a href="#">9-10.RL.7</a> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p> <p><a href="#">9-10.RL.10</a> By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 9–10 text complexity band independently and proficiently.</p> <p>A. Read and comprehend with proficiency at grade level.</p> <p>B. Self-select texts for personal enjoyment, interest and academic tasks.</p> <p>C. Read widely to understand multiple perspectives and diverse viewpoints.</p>	<ul style="list-style-type: none"> <li>analyze</li> <li>annotate</li> <li>author's point of view</li> <li>author's purpose</li> <li>character motivation</li> <li>characterization</li> <li>citation</li> <li>claims</li> <li>compare &amp; contrast</li> <li>conclusion</li> <li>detail</li> <li>diagram</li> <li>euphemisms</li> <li>evidence</li> <li>figurative language</li> <li>foreshadowing</li> <li>graph</li> <li>idiom</li> <li>imagery</li> <li>inference</li> <li>infographic</li> <li>in-text citation</li> <li>key ideas</li> <li>metaphor</li> <li>MLA format</li> <li>mood</li> <li>motive</li> <li>organization</li> <li>pacing</li> <li>parallel plots</li> <li>parallelism (in poetry)</li> <li>personification</li> <li>plot</li> <li>point of view (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, etc.)</li> <li>setting</li> <li>shift (in ideas)</li> <li>simile</li> </ul>	<ul style="list-style-type: none"> <li>Kagan Cooperative Learning Strategies</li> <li>Canva</li> <li>HMH Ed (online textbook)</li> <li>Into Literature, grade 10 textbook <ul style="list-style-type: none"> <li>"Super Human" by Nicola Yoon (short fiction)</li> <li>"How Do You See Your Self(ie)?" by Sarah Mervosh (informational text)</li> <li>"Mirror" by Sylvia Plath (poem)</li> <li>"The Night Face Up" by Julio Cortazar (short fiction)</li> <li>The 100-Person Planet (infographic)</li> <li>"A Contribution to Statistics by Wislawa Szymborska (poem)</li> <li>"The Lottery" by Shirley Jackson (short fiction) – OPTIONAL</li> <li>Independ texts (see online textbook) – OPTIONAL</li> </ul> </li> </ul>
	<b>Reading Informational Text</b>	<p><a href="#">9-10.RI.1</a> Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><a href="#">9-10.RI.2</a> Determine a central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support analysis.</p> <p><a href="#">9-10.RI.3</a> Analyze how the author structures an analysis or series of ideas or events, including sequence, introduction, development, and explicit and implicit connections.</p> <p><a href="#">9-10.RI.4</a> Determine the meaning of words and phrases as they are used in a text, including</p> <p>A. Figurative, connotative, and technical meanings.</p> <p>B. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p><a href="#">9-10.RI.5</a> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a</p>		

		section or chapter). <a href="#">9-10.RI.6</a> Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. <a href="#">9-10.RI.10</a> By the end of the year, read and comprehend literary nonfiction and informational text at the high end of grades 9–10 text complexity band independently and proficiently. A. Read and comprehend with proficiency at grade level. B. Self-select texts for personal enjoyment, interest and academic tasks. C. Read widely to understand multiple perspectives and diverse viewpoints.	<ul style="list-style-type: none"><li>• speaker (v. author)</li><li>• stanza</li><li>• statistics</li><li>• summary</li><li>• support</li><li>• suspense</li><li>• table</li><li>• tension</li><li>• textual evidence</li><li>• theme</li><li>• thesis statement</li><li>• tone</li></ul>	<ul style="list-style-type: none"><li>• “The Possibility of Evil” by Shirley Jackson (short fiction) – OPTIONAL (old textbook)</li><li>• post-mortem of a character activity directions</li><li>• one-pager directions</li><li>• one-pager examples</li><li>• Class Moodle: <a href="#">Unit Two</a> (contains digital and audio copies of texts, digital copies of worksheets and assignments, quizzes, and tests)</li></ul>
	Writing	<a href="#">9-10.W.3</a> Write narratives or other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <a href="#">9-10.W.6</a> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.		
	Speaking and Listening	<a href="#">9-10.SL.1</a> Initiate and participate effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.		
	Language	<a href="#">9-10.L.1</a> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <a href="#">9-10.L.3</a> 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. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type. <a href="#">9-10.L.4</a> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. <a href="#">9-10.L.5</a> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.		
<b><u>Assessments: How do my students demonstrate their understanding and how do I measure their learning?</u></b>				
Formative: whole class discussions; small group discussions; selection quizzes; post-mortem of a protagonist; model poetry; text analysis work (questions, charts, evidence, annotation, compare & contrast, etc.)				
Summative: unit test; selfie project; one-pager				
Instructional Focus 3 UNIT THREE: FORCES OF CHANGE	Strand	Targeted Standards-based Essential Skills & Concepts	Essential Vocabulary	Resources



<p><b>Suggested Time Frame:</b> approximately 13, 90-minute classes</p>	<p><b>Reading Literature</b></p> <p><a href="#">9-10.RL.1</a> Cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><a href="#">9-10.RL.2</a> Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis.</p> <p><a href="#">9-10.RL.3</a> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><a href="#">9-10.RL.4</a> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><a href="#">9-10.RL.5</a> Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.</p> <p><a href="#">9-10.RL.6</a> Analyze how point of view and/or author purpose shapes the content and style of culturally diverse texts, including those from outside the United States.</p> <p><a href="#">9-10.RL.7</a> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p> <p><a href="#">9-10.RL.10</a> By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 9–10 text complexity band independently and proficiently. a. Read and comprehend with proficiency at grade level. b. Self-select texts for personal enjoyment, interest and academic tasks. c. Read widely to understand multiple perspectives and diverse viewpoints.</p>	<ul style="list-style-type: none"> <li>analyze</li> <li>annotate</li> <li>author’s point of view</li> <li>author’s purpose</li> <li>bias</li> <li>cause &amp; effect</li> <li>central idea</li> <li>character motivation</li> <li>characterization</li> <li>chronological order</li> <li>citation</li> <li>claims</li> <li>conclusion</li> <li>detail</li> <li>evidence</li> <li>extended metaphor</li> <li>figurative language</li> <li>foreshadowing</li> <li>imagery</li> <li>inference</li> <li>in-text citation</li> <li>irony</li> <li>key ideas</li> <li>media bias</li> <li>metaphor</li> <li>MLA format</li> <li>mood</li> <li>motive</li> <li>organization</li> <li>pacing</li> <li>personification</li> <li>plot (exposition, rising action, climax, falling action, resolution)</li> <li>satire</li> <li>science-fiction</li> <li>setting</li> <li>simile</li> <li>speaker (v. author)</li> </ul>	<ul style="list-style-type: none"> <li>Kagan Cooperative Learning Strategies</li> <li>Canva</li> <li>schoolAI</li> <li>HMH Ed (online textbook)</li> <li>Into Literature, grade 10 textbook <ul style="list-style-type: none"> <li>“A Sound of Thunder” by Ray Bradbury (short fiction)</li> <li>“The Bombing of Black Wall Street” by Allison Keyes (feature article)</li> <li>“The Fever” by Sonia Shah (science writing)</li> <li>“The War Works Hard” by Dunya Mikhail (poem)</li> <li>Independ texts (see online textbook) – OPTIONAL</li> </ul> </li> <li>Background information on concerns of 1950s (communism, nuclear war, etc.)</li> <li>South Dakota State Library Databases</li> <li>Information on types &amp; forms of media bias (<a href="#">PBS</a>, <a href="#">AllSides</a>, <a href="#">News Literacy Project</a>, media bias <a href="#">chart</a>)</li> <li>Access to online news sources to display in</li> </ul>
	<p><b>Reading Informational Text</b></p> <p><a href="#">9-10.RI.1</a> Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><a href="#">9-10.RI.2</a> Determine a central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support analysis.</p> <p><a href="#">9-10.RI.3</a> Analyze how the author structures an analysis or series of ideas or events, including sequence, introduction, development, and explicit and implicit connections.</p> <p><a href="#">9-10.RI.4</a> Determine the meaning of words and phrases as they are used in a text, including</p> <p>A. Figurative, connotative, and technical meanings.</p> <p>B. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p><a href="#">9-10.RI.5</a> Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p><a href="#">9-10.RI.6</a> Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><a href="#">9-10.RI.10</a> By the end of the year, read and comprehend literary nonfiction and</p>		

		informational text at the high end of grades 9–10 text complexity band independently and proficiently.		
	<b>Writing</b>	<p><a href="#">9-10.W.1</a> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><a href="#">9-10.W.3</a> Write narratives or other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><a href="#">9-10.W.4</a> Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.</p> <p><a href="#">9-10.W.6</a> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically</p>	<ul style="list-style-type: none"> <li>• stanza</li> <li>• summary</li> <li>• support</li> <li>• suspense</li> <li>• tension</li> <li>• textual evidence</li> <li>• theme</li> <li>• thesis statement</li> <li>• tone</li> </ul>	<p>classroom</p> <ul style="list-style-type: none"> <li>• Current statistics on malaria and background info (how you get it, how it's treated, etc.): see <a href="#">WHO</a>.</li> <li>• Background info from teacher's manual on Iraq's recent history of war and Mikhail's connection</li> <li>• Class Moodle: <a href="#">Unit Three</a> (contains digital and audio copies of texts, digital copies of worksheets and assignments, quizzes, and tests)</li> </ul>
	<b>Speaking and Listening</b>	<p><a href="#">9-10.SL.1</a> Initiate and participate effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><a href="#">9-10.SL.3</a> Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, identifying any faulty reasoning or exaggerated or distorted evidence.</p> <p><a href="#">9-10.SL.4</a> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><a href="#">9-10.SL.5</a> Integrate 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>		
	<b>Language</b>	<p><a href="#">9-10.L.1</a> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><a href="#">9-10.L.2</a> Demonstrate command of the conventions of standard English grammar; consult references as needed.</p> <p><a href="#">9-10.L.3</a> 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. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.</p> <p><a href="#">9-10.L.4</a> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p><a href="#">9-10.L.5</a> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p>		

**Assessments:** How do my students demonstrate their understanding and how do I measure their learning?

Formative: whole class discussions; small group discussions; selection quizzes; post-mortem of a protagonist; model poetry; text analysis work (questions,

charts, evidence, annotation, compare & contrast, etc.)

Summative: unit test; time travel company project (presentation / sales pitch, advertisement, evaluation of other ‘companies’)

Instructional Focus 4 NOVEL UNIT: INDEPENDENT	Strand	Targeted Standards-based Essential Skills & Concepts	Essential Vocabulary	Resources
<p><b>Suggested Time Frame:</b> Every class for at least 10 minutes; time outside of class (if needed)</p>	<p><b>Reading Literature</b></p> <p><i>These standards apply if their novel is FICTION</i></p>	<p><a href="#">9-10.RL.1</a> Cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><a href="#">9-10.RL.2</a> Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis.</p> <p><a href="#">9-10.RL.3</a> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><a href="#">9-10.RL.4</a> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><a href="#">9-10.RL.6</a> Analyze how point of view and/or author purpose shapes the content and style of culturally diverse texts, including those from outside the United States.</p> <p><a href="#">9-10.RL.10</a> By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 9–10 text complexity band independently and proficiently.</p>	<ul style="list-style-type: none"> <li>analyze</li> <li>character motivation</li> <li>characterization</li> <li>citation</li> <li>evidence</li> <li>figurative language</li> <li>inference</li> <li>in-text citation</li> <li>MLA format</li> <li>mood</li> <li>motive</li> <li>plot (exposition, rising action, climax, falling action, resolution)</li> <li>setting</li> <li>summary</li> <li>support</li> <li>textual evidence</li> <li>theme</li> <li>tone</li> </ul>	<ul style="list-style-type: none"> <li>Spearfish High School Library</li> <li>SORA</li> <li>Mini assignments</li> <li>Project choices</li> </ul>
	<p><b>Reading Informational Text</b></p> <p><i>These standards apply if their novel is NON-FICTION</i></p>	<p><a href="#">9-10.RI.1</a> Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><a href="#">9-10.RI.2</a> Determine a central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support analysis.</p> <p><a href="#">9-10.RI.3</a> Analyze how the author structures an analysis or series of ideas or events, including sequence, introduction, development, and explicit and implicit connections.</p> <p><a href="#">9-10.RI.4</a> Determine the meaning of words and phrases as they are used in a text, including</p> <p><a href="#">9-10.RI.6</a> Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><a href="#">9-10.RI.10</a> By the end of the year, read and comprehend literary nonfiction and informational text at the high end of grades 9–10 text complexity band independently and proficiently.</p>		
	<p><b>Writing</b></p>	<p><a href="#">9-10.W.2</a> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><a href="#">9-10.W.4</a> Produce clear and coherent writing in which the development,</p>		



		<p>organization, style, and tone are appropriate to task, purpose, and audience.</p> <p><a href="#">9-10.W.5</a> Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed.</p> <p><a href="#">9-10.W.6</a> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically</p> <p><a href="#">9-10.W.9</a> Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.</p>		
	<b>Speaking and Listening</b>			
	<b>Language</b>	<p><a href="#">9-10.L.1</a> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.</p> <p><a href="#">9-10.L.2</a> Demonstrate command of the conventions of standard English grammar; consult references as needed.</p> <p><a href="#">9-10.L.4</a> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p><a href="#">9-10.L.5</a> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>		

**Assessments:** How do my students demonstrate their understanding and how do I measure their learning?

Formative: mini assignments; individual book conferences

Summative: final novel project

Instructional Focus 5 GRAMMAR UNIT: NO RED INK	Strand	Targeted Standards-based Essential Skills & Concepts	Essential Vocabulary	Resources
<b>Suggested Time Frame:</b> <b>Every class for at least 10 minutes; time outside of class (if needed)</b>	<b>Reading Literature</b>		<ul style="list-style-type: none"> <li>• active voice</li> <li>• capitalization</li> <li>• clause</li> <li>• colon</li> <li>• comma</li> <li>• comma splice</li> <li>• complete sentence</li> <li>• compound adjective</li> <li>• dangling modifier</li> <li>• edit</li> <li>• incomplete sentence</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">No Red Ink</a></li> <li>• Grammar mini-lessons (if needed)</li> </ul>
	<b>Reading Informational Text</b>			
	<b>Writing</b>			
	<b>Speaking and Listening</b>			
	<b>Language</b>	<p><a href="#">9-10.L.1</a> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Use parallel structure.</p> <p>B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses</p>		

		<p>(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><a href="#">9-10.L.2</a> Demonstrate command of the conventions of standard English grammar; consult references as needed.</p> <p>A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>B. Use a colon to introduce a list or quotation.</p> <p>C. Spell correctly.</p> <p><a href="#">9-10.L.3</a> 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. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.</p>	<ul style="list-style-type: none"> <li>● introduce</li> <li>● list</li> <li>● misplaced modifier</li> <li>● parallel structure</li> <li>● passive voice</li> <li>● revise</li> <li>● run-on sentence</li> <li>● semicolon</li> <li>● sentence fragment</li> <li>● verb</li> <li>● verb tense</li> </ul>	
<p><b><u>Assessments:</u></b> How do my students demonstrate their understanding and how do I measure their learning?</p> <p>Formative: diagnostics, practices</p> <p>Summative: unit quizzes</p>				