

## Grade 10 ELA Curriculum for CCSS

Literary Units of Study	Theme/ time period	Resources: Literature Titles	Communications Assignments	Literary Terms/ Focal Points
<b>Speaking the Language: Literary Device</b>	Speaking the Language: Literary Device	Optional text: <i>All Quiet on the Western Front</i>	Optional: Personal Narrative, Character Analysis	<b>Literary devices (see attached list)</b> <ul style="list-style-type: none"> <li>- <b>Definitions</b></li> <li>- <b>Identification</b></li> <li>- <b>Use in writing</b></li> </ul>
<b>Understanding Suffering</b>	Greek Tragedy and Allusion	<i>Ancient Mythology Bible as Literature</i> Excerpts from <i>How to Read Literature like a Professor</i> by Thomas C. Foster <i>Oedipus</i>	Group presentations on Greek myths and Biblical figures (optional: create a digital presentation)  Identify allusions in modern culture: write a one page paper that identifies a Classical allusion in and its contribution to modern film, television, music, etc..	<b>Recognizing allusion in literature and in modern culture.</b>  <b>Aristotle's terms of tragedy: tragic hero, nemesis, hamartia, peripeteia, catharsis, hubris, anagnorisis</b>  <b>History of Greek Drama, including the Festival of Dionysus</b>
<b>The Female Protagonist</b>	The Female Protagonist	<i>Antigone</i> , Supplemental literary criticism  Optional: <i>The Taming of the Shrew</i>	Optional writing assignments: in class essay on the tragic hero, literary analysis, analyzing Shakespeare's language, respond to literary criticism, article response	Dialect, diction, alliteration, symbol, pun, simile, metaphor, character, theme, conflict, irony, rhythm, meter, monologue, aside, soliloquy Review Shakespearean biography, but focus on language and prosody: rhythm and meter

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<p style="text-align: center;"><b>The Power of Voice</b></p>	<p>The Power of Voice</p>	<p>Speech textbook Optional: <i>Cry, the Beloved Country</i> by Alan Paton <i>Julius Caesar</i></p>	<p>Demonstration Speech</p> <p>Optional: in class essay, literary analysis: respond to literary criticism</p>	<p><b>Rhetorical devices (see attached list)</b></p> <p><b>Effective speech delivery including nonverbal behaviors, fear of public speaking, using your face to make eye contact and to generate interest, using gestures, providing feedback, and audience expectations.</b></p> <p><b>Deliver the demonstration speech that is relevant to our audience (no tying your shoes or making peanut butter and jelly), actually demonstrates how something is done, demonstrates a careful consideration and construction of visual aids and incorporates these cohesively into the speech.</b></p>
<p style="text-align: center;"><b>Reflections on the Self</b></p>	<p>Reflections on the Self</p>	<p><i>A Long Way Gone: Memoirs of a Boy Soldier</i> Supplemental personal essays</p>	<p>Literary Analysis: Character study</p> <p>Personal Narrative: Memoir</p> <p>Personal Speech</p>	<p><b>Structured writing, supporting writing with textual evidence; Capturing and depicting a meaningful moment, creating a dramatic scene, making careful decisions about details to include and cut, analyzing a life event to determine significance, turning a life event into story</b></p>

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<b>The Novel as a Social Commentary</b>	The Novel as a Social Commentary	Read at least one of the following: <i>The Book Thief</i> by Marcus Zusak <i>Cry the Beloved Country</i> by Alan Paton <i>Things Fall Apart</i> by Chinua Achebe <i>In the Time of the Butterflies</i> by Julia Alvarez <i>Nectar in a Sieve</i> by Kamala Markandaya Supplemental literary criticism	Research Project  Speech based on research project  Literary Analysis: address a theme or literary device  Reader Response Journals	Identifying a narrowed focus for research, identifying credible and academic sources of information, paraphrasing completely, summarizing or quoting accurately, drafting a quality thesis, organizing ideas, synthesizing ideas, drafting a cohesive and unified paper with correct MLA documentation.
<b>Grammar</b>				<b>Phrases – adjectival, adverbial, participial, prepositional, absolute; parallel structure; Clauses – noun, relative, adverbial</b>
<b>Summer Reading</b>		Options: <i>All Quiet on the Western Front</i> , <i>Anthem</i> , <i>The Other Side of the River</i>	Journals, in class essays, literary analysis	<b>Recognizing literary device, understanding author's purpose, examining structure, and writer's style</b>

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### **Reading – Literature**

- RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2** 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 details; provide an objective summary of the text.
- RL.9-10.3** 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.
- RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of 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).
- RL.9-10.5** 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.
- RL.9-10.6** 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.

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- RL.9-10.7** 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 Landscape with the Fall of Icarus).
- RL.9-10.8** (Not applicable to literature)
- RL.9-10.9** 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).
- RL.9-10.10** 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.

### **Reading – Informational**

- RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.9-10.2** 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.
- RI.9-10.3** Analyze how the 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.
- RI.9-10.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical 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).
- RI.9-10.5** 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).

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- RI.9-10.6** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- RI.9-10.7** 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.
- RI.9-10.8** 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.
- RI.9-10.9** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
- RI.9-10.10** By the end of grade 9, read and comprehend literary nonfiction 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 literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

### Writing

- RW.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 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.
  - 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.
  - 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.
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - Provide a concluding statement or section that follows from and supports the argument presented.

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**RW.9-10.2** 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.

- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding 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.
- 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.
- d. 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.
- 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).

**RW.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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- RW.9-10.4** 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 standards 1–3 above.)
- RW.9-10.5** 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 on page 54.)
- RW.9-10.6** 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.
- RW.9-10.7** 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.
- RW.9-10.8** 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.
- RW.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- a. Apply grades 9–10 Reading standards 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 Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
  - b. Apply grades 9–10 Reading standards 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”).
- RW.9-10.10** 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, purposes, and audiences.



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### **Speaking and Listening**

- SL.9-10.1** 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.
- 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.
  - 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.
  - 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.
  - 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.
- SL.9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- SL.9-10.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- SL.9-10.4** 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.
- SL.9-10.5** 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.

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**SL.9-10.6** 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 here for specific expectations.)

### Language

**L.9-10.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use parallel structure.\*
- b. 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.

**L.9-10.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. Use a colon to introduce a list or quotation.
- c. Spell correctly.

**L.9-10.3** 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.

- a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.

**L.9-10.4** 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.

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- 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.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- 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).

**L.9-10.5** 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.
- Analyze nuances in the meaning of words with similar denotations.

**L.9-10.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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### Literary Terms

Allegory	A literary work in which characters, objects, or action represent abstract ideas
Allusion	A reference to another work
Antagonist	The character or force that creates conflict for the protagonist
Antihero	a protagonist who lacks the qualities of traditional heroes and heroines
Apostrophe	A direct address to an absent or imaginary person or object
Characterization	The method used to reveal character and may include 1) things the character says; 2) things the character does; 3) things other characters reveal about him/her
Cliché	An expression that has been overused to the extent that its freshness has worn off
Colloquialism	Informal words or expressions not usually acceptable in formal writing

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Dialogue	Conversation between two or more people
Diction	The author's word choice
Didactic	Having the primary purpose of teaching or instructing
Epigraph	A saying or statement on the title page of a work, or used as a heading for a chapter or other section of a work
Epiphany	A moment of sudden revelation or insight
Euphemism	the substitution of a mild or less negative word or phrase for a harsher word or phrase
Flashback	presents events that happened before the current events
Foil	a character whose qualities or actions serve to emphasize those of another through contrast
Foreshadowing	When the author provides a hint of what is to come
Genre	A literary type or form
Hyperbole	A large exaggeration
Imagery	The use of figures of speech to create vivid images that appeal to one of the five senses
Interior monologue	the written representation of a character's inner thoughts, impressions, and memories
Irony	The use of words to convey the opposite of their literal meaning; or, incongruity between what is expected and what actually occurs
Jargon	The specialized language or vocabulary of a particular group or profession
Juxtaposition	The arrangement of two or more ideas, characters, images, settings, or words side-by-side for effect

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Limited narrator	A narrator who presents the story as it is seen and understood by a single character and restricts information to what is seen, heard, thought, or felt by that one character
Metaphor	A direct comparison of two things
Mood	The general feeling of a novel, story, scene
Motif	a standard theme, element, or dramatic situation that recurs in various works
Omniscient narrator	A narrator who is able to know, see, and tell all, including the inner thoughts of the characters
Oxymoron	contradictory terms
Paradox	An apparently contradictory statement that actually contains some truth
Pathos	The quality in a work that prompts the reader to feel pity
Personification	Endowing non-human objects or creatures with human qualities of characteristics
Protagonist	the character the author wants you to root for
Resolution	The falling action of a narrative; the events that follow the climax and resolve the central conflict
Sarcasm	Harsh, cutting language or tone intended to ridicule
Satire	a literary genre based on criticism of people and society through ridicule, irony and exaggeration
Setting	the total atmosphere including time and place
Simile	A comparison using like or as
Stock character	a stereotyped character easily recognizable

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Stream of consciousness	presents the thoughts of a character as they occur
Style	the manner of expression of a writer which includes the study of diction, grammatical structures, literary devices, and narrative style
Symbol	An object that has a literal meaning and represents a larger idea or concept
Theme	the author's central point
Tone	The author's attitude toward the subject, character, idea

**Rhetoric**—The art of effective communication, especially persuasive discourse. Rhetoric focuses on the interrelationship of invention, arrangement, and style in order to create felicitous and appropriate discourse.

**Rhetorical Question**—A question asked for rhetorical effect to emphasize a point; no answer is expected.

**Antithesis**—A balancing of two opposite or contrasting words, phrases, or clauses.

**Chiasmus**—Arrangement of repeated thoughts in the pattern of X Y Y X. Chiasmus is often short and summarizes a main idea, *e.g.*, "ask not what your country can do for you; ask what you can do for your country."

**Asyndeton**—A series of words separated by commas (with no conjunction), *e.g.*, "I came, I saw, I conquered." The parts of the sentence are emphasized equally; in addition, the use of commas with no intervening conjunction speeds up the flow of the sentence.

**Polysyndeton**—Sentence which uses **and** or another conjunction, with no commas, to separate the items in a series, usually appearing in the form X and Y and Z, stressing equally each member of the series. It makes the sentence slower and the items more emphatic than in the asyndeton.

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**Digression**—A temporary departure from the main subject in speaking or writing.

**Metonymy**—Designation of one thing with something closely associated with it. E.g. calling the head of a committee a CHAIR, the king the CROWN, a newspaper the PRESS, or old people the GRAY HAIRS.

**Synecdoche**—Part of something is used to stand for the whole —e.g. "threads" for clothes; "wheels" for cars.

**Repetition**—Word or phrase used two or more times in close proximity.

**Anaphora**—Repetition of a word, phrase, or clause at the beginning of two or more sentences in a row. This device is a deliberate form of repetition and helps make the writer's point more coherent.

**Zeugma**—The writer uses one word to govern several successive words or clauses —e.g.