

10th Grade English 2A Course Curriculum-Updated 2014

Core Standards

Reading For Information

Key Ideas and Details

RI-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-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-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.

Craft and Structure

RI-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).

Possible Materials and Resources

- Included are sources determined by the teacher from internet, youtube, open source materials, text books, web sites or any materials that can be beneficial to teach the content standards-this is not an exhaustive list.

Prentice Hall Literature Units 1 and 3
Night-Nonfiction book
To Destroy Me Is No Loss-Nonfiction book

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<p>RI5 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>RI-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.</p> <p><u>Integration of Knowledge and Ideas</u></p> <p>RI-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> <p>RI-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.</p> <p>RI-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.</p> <p><u>Range of Reading and Level of Text Complexity:</u></p> <p>RI-10 By the end of grade 10, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Prentice Hall Literature Units 1 and 3 <i>Night</i>-Nonfiction book <i>To Destroy Me Is No Loss</i>-Nonfiction book</p> <p>Prentice Hall Literature Units 1 and 3 <i>Night</i>-Nonfiction book <i>To Destroy Me Is No Loss</i>-Nonfiction book</p> <p>Prentice Hall Literature Units 1 and 3 <i>Night</i>-Nonfiction book <i>To Destroy Me Is No Loss</i>-Nonfiction book</p> <p>Online source- idebate.org for famous debates on many topics (100 top debates) Online source- http://writingcenter.unc.edu/handouts/fallacies/ <i>Night</i>-Nonfiction book <i>To Destroy Me Is No Loss</i>-Nonfiction book</p> <p>Online source-addresses http://www.bartleby.com/124/press32.html Prentice Hall Literature Units 1 and 3</p> <p>Independent student practice overseen by the teacher across the curriculum through texts required as well as readings through student choice. Assigned student nonfiction autobiographies, biographies, memoires, and informational texts on many topics are possible choices. Students will demonstrate acquired knowledge through presentations or book reports to be determined by individual teachers.</p>
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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.

Language

L3

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.

L6

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.

Writing

W-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

Writer's Inc. and Writing and Grammar Prentice Hall
Online Source: Purdue OWL-MLA Formatting and Style Guide
<https://owl.english.purdue.edu/owl/resource/747/01/>
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Online Source: citationmachine.net
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Vocabulary for Achievement

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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.

W2

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.

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.

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.

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which

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Better Steps to Writing

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they are writing.

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).

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 standards 1-3 above.)

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