



Monroe County Schools
Grade 10 ELA
2015 - 2016

Nine Weeks Taught	CCRS (2013 COS)	Resources	Vocabulary	Nine Weeks Tested
Reading Standards for Literature				
1 st on-going ACT Standard	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.9-10.1]	General Resources: <ul style="list-style-type: none"> • Textbook • USA Test Prep • College Board Website • Common Core Websites • AMSTI • ALEX website • Teachers Pay Teachers • Grammarbytes.com • Webenglishteacher.com • Khanacademy.com • Julius Caesar • Be a Better Reader • NY Times Learning Lab • Birmingham City Schools website 	Explicitly, implicit	1 st
1 st on-going ACT Standard	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.9-10.2]		objective	1 st
1 st on-going ACT Standard	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.9-10.3]		1 st	
2 nd ACT Standard	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.9-10.4]		Figurative, connotative	1 st
1 st on-going ACT Standard	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.9-10.5]		1 st	

Grade 10 ELA

<p>1st on-going</p> <p>ACT Standard</p> 	<p>6. Analyze a particular point of view or cultural experience reflected in a work of early American literature to 1900, drawing on a wide reading of American literature. [RL.9-10.6]</p>		<p>rhetoric</p>	<p>1st</p>
<p>1st on-going</p>	<p>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 <i>—Musée des Beaux Arts</i> and Breughel's <i>Landscape with the Fall of Icarus</i>). [RL.9-10.7]</p>			<p>1st</p>

Grade 10 ELA

1st on-going	<p>8. 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 early American authors draw upon the Bible for religious themes and issues). [RL.9-10.9]</p> 		Delineate, fallacious	1 st
4th	<p>9. 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. [RL.9-10.10]</p>			4 th
Reading Standards for Informational Text				
1st on-going ACT Standard	<p>10. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.9-10.1]</p>	<ul style="list-style-type: none"> • Easybib.com • Owl@perdue • Textbook • Magazines 	textual evidence,	1 st
1st on-going ACT Standard	<p>11. 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.9-10.2]</p>	<ul style="list-style-type: none"> • Newspapers • Americanrehetoric.com 	central idea, emerges	1 st
1st on-going ACT Standard	<p>12. 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.9-10.3]</p>		analysis	1 st
2nd ACT Standard	<p>13. 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.9-10.4]</p>		figurative, connotative, technical	2 nd
1st on-going ACT Standard	<p>14. 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). [RI.9-10.5]</p>			1 st

Grade 10 ELA

1st on-going ACT Standard	15. 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.9-10.6]		rhetoric	1st
1st on-going	16. 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.9-10.7]			1st
1st on-going	17. 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.9-10.8]			1st
1st on-going ACT Standard	18. Analyze seminal United States documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address), including how they address related themes and concepts. [RI.9-10.9]		seminal	1st
1st on-going	19. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational United States documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. [RI.11-12.9]			1st
4th	20. 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. [RI.9-10.10]			4th
Writing Standards				
4th	21. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.9-10.1]	<ul style="list-style-type: none"> • owl@purdue • Jane Schaffer Method • Read Write Think.com • Webenglishteachers.com • Outtaraysheads.com 	valid reasoning, relevant and sufficient evidence	4th

Grade 10 ELA

4th	21.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. [W.9-10.1a]		precise claim(s), counterclaims	4th
4th ACT Standard	21.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. [W.9-10.1b]			4th
4th ACT Standard	21.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. [W.9-10.1c]		phrases, clauses, cohesion	4th
4th	21.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. [W.9-10.1d]		formal style, objective tone, norms, conventions, discipline	4th
4th ACT Standard	21.e. Provide a concluding statement or section that follows from and supports the argument presented. [W.9-10.1e]			4th
4th ACT Standard	22. Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.9-10.2]		informative or explanatory texts	1st on-going
4th	22.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. [W.9-10.2a]			4th
4th	22.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. [W.9-10.2b]		levant and sufficient facts, concrete details	4th

Grade 10 ELA

4th	22.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. [W.9-10.2c]		transitions	4th
4th	22.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. [W.9-10.2d]			4th
4th	22.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. [W.9-10.2e]			4th
4th ACT Standard	22.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). [W.9-10.2f]			4th
4th ACT Standard	23. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.9-10.3]			4th
4th ACT Standard	23.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, characters, or both; create a smooth progression of experiences or events. [W.9-10.3a]			4th
4th	23.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [W.9-10.3b]			4th
4th ACT Standard	23.c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. [W.9-10.3c]			2 nd
4th ACT Standard	23.d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W.9-10.3d]			4th
4th ACT Standard	23.e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W.9-10.3e]			4th

Grade 10 ELA

4th ACT Standard	24. 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 21-23 above.) [W.9-10.4]			4th
4th	25. 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 the first three standards in the Language strand in Grades K-10.) [W.9-10.5]			4th
4th	26. 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. [W.9-10.6]			4th
4th	27. 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; and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. [W.9-10.7]			4th
4th	28. 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; and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. [W.9-10.8]		plagiarism	4th
4th ACT Standard	29. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.9-10.9]			4th
4th	29.a. Apply <i>Grade 10 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 Ovid or the Bible or how a later author draws on a play by Shakespeare]). [W.9-10.9a]			4th

Grade 10 ELA

4 th	29.b. Apply <i>Grade 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). [W.9-10.9b]			4 th
4 th	30. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences. [W.9-10.10]			4 th
Speaking and Listening Standards				
4 th	31. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. [SL.9-10.1]	<ul style="list-style-type: none"> • Literature circles • Blogs • Tedtalks • Americanrhetoric.com • Scholastic.com 		4 th
4 th	31.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. [SL.9-10.1a]			4 th
4 th	31.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. [SL.9-10.1b]			4 th
4 th	31.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. [SL.9-10.1c]			4 th
4 th	31.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.9-10.1d]			4 th
4 th	32. 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.9-10.2]			4 th

Grade 10 ELA

4th	33. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. [SL.9-10.3]			4th
4th	34. 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.9-10.4]			4th
4th	35. 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. [SL.9-10.5]			4th
4th	36. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 10 Language standards 37 and 39 for specific expectations.) [SL.9-10.6]			4th
Language Standards				
3rd ACT Standard	37. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.9-10.1]			3rd
3rd ACT Standard	37.a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences: Syntax as Style</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. [L.11-12.3a]		syntax	3rd
3rd	37.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.9-10.1b]		of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent,	3rd

Grade 10 ELA

			dependent; noun, relative, adverbial)	
3rd ACT Standard	38. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.9-10.2]			3rd
3rd ACT Standard	38.a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. [L.9-10.2a]			3rd
3rd ACT Standard	38.b. Use a colon to introduce a list or quotation. [L.9-10.2b]			3rd
3rd	38.c. Spell correctly. [L.9-10.2c]			3rd
3rd ACT Standard	39. 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. [L.9-10.3]			3rd
3rd	39.a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., Modern Language Association's <i>MLA Handbook for Writers of Research Papers</i> , American Psychological Association's <i>Publication Manual of the American Psychological Association</i>) appropriate for the discipline and writing type. [L.9-10.3a]			3rd
1st on-going ACT Standard	40. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 10 reading and content</i> , choosing flexibly from a range of strategies. [L.9-10.4]			1st on-going
3rd ACT Standard	40.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. [L.9-10.4a]			3rd
3rd ACT Standard	40.b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). [L.9-10.4b]		analyze, analysis, analytical; advocate, advocacy	3rd

Grade 10 ELA

3rd	40.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. [L.9-10.4c]			3rd
1st on-going	40.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.9-10.4d]			1st on-going
2nd ACT Standard	41. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.9-10.5]		figurative language	2nd
2nd	41.a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. [L.9-10.5a]			2nd
2nd	41.b. Analyze nuances in the meaning of words with similar denotations. [L.9-10.5b]		denotations	2nd
3rd	42. 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. [L.9-10.6]			3rd

Grade 10 ELA

Monroe County Schools Formative Assessment Schedule 2015 -2016

Formative	Formative	Formative	Formative
First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<p>Standards:</p> <p>1, 2, 3, 5, 6, 7, 8, 10, 11, 12, 14, 15, 16, 17, 18, 19, 40, 40d</p>	<p>Standards:</p> <p>13, 41, 41a, 41b</p> <p>On-going Standards:</p> <p>1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 14, 15, 16, 17, 18, 19, 40, 40d,</p>	<p>Standards:</p> <p>37, 37a, 37b, 38, 38a, 38b, 38c, 39, 39a, 40a, 40b, 40c, 41b, 42</p> <p>On-going Standards:</p> <p>1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 14, 15, 16, 17, 18, 19, 40, 40d, 41, 41a, 41b</p>	<p>Standards:</p> <p>9, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36</p> <p>On-going Standards:</p> <p>1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 37, 37a, 37b, 38, 38a, 38b, 38c, 39, 39a, 40, 40a, 40b, 40c, 40d, 41, 41a, 41b</p>