

[Exploring Elements of Literature and Informational Text \(Unit 1\)](#)  
[Shaping, Developing, and Supporting Meaning by Understanding Our Selves \(Unit 2\)](#)  
[Shaping, Developing, and Supporting Meaning by Understanding Others \(Unit 3\)](#)  
[Shaping, Developing, and Supporting Meaning by Understanding Our World \(Unit 4\)](#)  
[Analyzing and Using Varied Crafts and Structures \(Unit 5\)](#)  
[Extending Ideas and Presenting Meaning \(Unit 6\)](#)  
[Connecting and Integrating Knowledge and Ideas \(Unit 7\)](#)

## Connecticut Curriculum Design Unit 1

<b>Subject(s)</b>	English Language Arts
<b>Grade/Course</b>	Grade 10
<b>Unit of Study</b>	Exploring Elements of Literature and Informational Text (Unit 1)
<b>Unit Type(s)</b>	<input type="checkbox"/> Topical <input checked="" type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
<b>Pacing</b>	20 instructional days (including 3 reteach/enrichment days)

### Overarching Standards (OS)

**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. (9-10.R.L.10)**

**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. (9-10.R.I.10)**

**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 or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.) (9-10.W.5)**

**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. (9-10.L.6)**

**Priority and Supporting CCSS**

*Priority Standards*

**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. (9-10.R.L.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. (9-10.R.L.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. (9-10.W.2)**

**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (9-10.W.3)**

**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. (9-10.S.L.1)**

**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. (9-10.S.L.1a)**

**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. (9-10.L.4)**

**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. (9-10.L.4a)**

<b>Common Core State Standard</b>	<b>Concepts (What students need to know)</b>	<b>Skills (What students need to be able to do)</b>	<b>Bloom's Taxonomy/Webb's Depth of Knowledge</b>
<b>9-10.R.L.2</b>	a theme or central idea of the text	Determine	2 Understand/DOK 1
<b>9-10.R.L.2</b>	detailed development of theme or central idea over the course of the text, including how it emerges and is shaped and refined by specific details	Analyze	4 Analyze/ DOK 4
<b>9-10.R.L.2</b>	an objective summary of the text	Provide	2 Understand/ DOK 2
<b>9-10.R.I.2</b>	a central idea of the text	Determine	2 Understand/DOK 1
<b>9-10.R.I.2</b>	development of central idea over the course of the text, including how it emerges and is shaped and refined by specific details	Analyze	4 Analyze/ DOK 4
<b>9-10.R.I.2</b>	an objective summary of the text	Provide	2 Understand /DOK 2
<b>9-10.W.2</b>	informative/explanatory texts to examine and convey: <ul style="list-style-type: none"> <li>• complex ideas</li> <li>• concepts</li> <li>• information clearly and accurately through the effective selection, organization, and analysis of content</li> </ul>	Write	6 Create/DOK 2
<b>9-10.W.3</b>	narratives to develop real or imagined experiences or events using: <ul style="list-style-type: none"> <li>• effective technique</li> <li>• well chosen details</li> <li>• well-structured event sequences</li> </ul>	Write	6 Create/DOK 2

<b>9-10.S.L.1</b>	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	Initiate and Participate	6 Create/DOK 2
<b>9-10.S.L.1a</b>	prepared for discussions, having read and researched material under study	Come	2 Understand/DOK 3
<b>9-10.S.L.1a</b>	preparation and evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas	Draw On and Refer	2 Understand/DOK 4
<b>9-10.L.4</b>	meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies	Determine or Clarify	3 Apply/DOK 2
<b>9-10.L.4a</b>	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 the word or phrase	Use	3 Apply/DOK 2

<b>Essential Questions</b>	<b>Corresponding Big Ideas</b>
<ol style="list-style-type: none"> <li>1. What are the elements of fiction and nonfiction? How do they help us make meaning of different texts?</li> <li>2. What are the structures of narrative writing, and how can I employ them?</li> <li>3. How do I become part of a community of readers and writers? What rules and routines should we adopt in this classroom?</li> </ol>	<ol style="list-style-type: none"> <li>1. Readers should identify elements of literature and nonfiction and work to understand how they come together to make meaning.</li> <li>2. Effective writing requires attention to specific techniques.</li> <li>3. Coming to class prepared for participating in discussions and respecting the ideas of others builds a strong community of readers and writers.</li> </ol>

**Standardized Assessment Correlations  
(State, College and Career)**

**Expectations for Learning (in development)**

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

## Connecticut Curriculum Design Unit 2

<b>Subject(s)</b>	English Language Arts
<b>Grade/Course</b>	Grade 10
<b>Unit of Study</b>	Shaping, Developing, and Supporting Meaning by Understanding Our Selves (Unit 2)
<b>Unit Type(s)</b>	<input type="checkbox"/> Topical <input checked="" type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
<b>Pacing</b>	20 instructional days (including 3 reteach/enrichment days)

### Overarching Standards (OS)

**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. (9-10.R.L.10)**

**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. (9-10.R.I.10)**

**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 or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.) (9-10.W.5)**

**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. (9-10.L.6)**

**Priority and Supporting CCSS**

*Priority Standards*

**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (9-10.W.3)**

**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. (9-10.W.3a)**

**Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (9-10.W.3b)**

**Provide a conclusion that follows form and reflects on what is experienced, observed, or resolved over the course of the narrative. (9-10.W.3e)**

**Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)**

**Use a semi-colon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (9-10.L.2a)**

*Supporting Standards*

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.L.1)

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. (9-10.R.L.2)

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). (9-10.R.L.4)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.R.I.1)



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). (9-10.R.1.4)

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (9-10.W.3c)  
Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (9-10.W.3d)

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.) (9-10.W.4)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes, and audiences. (9-10.W.10)

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 for specific expectations.) (9-10.S.L.6)

Spell correctly. (9-10.L.2c)

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. (9-10.L.4)

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. (9-10.L.4a)

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. (9-10.L.4c)

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). (9-10.L.4d)

<b>Common Core State Standard</b>	<b>Concepts (What students need to know)</b>	<b>Skills (What students need to be able to do)</b>	<b>Bloom's Taxonomy/Webb's Depth of Knowledge</b>
<b>9-10.W.3</b>	narratives to develop real or imagined experiences or events using: <ul style="list-style-type: none"> <li>• effective technique</li> <li>• well-chosen details</li> <li>• well-structured event sequences</li> </ul>	Write	6 Create/ DOK 2
<b>9-10.W.3a</b>	setting out a problem, solution, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters	Engage and Orient	6 Create/DOK 3
<b>9-10.W.3a</b>	smooth progression of experiences or events	Create	6 Create/DOK 2
<b>9-10.W.3b</b>	narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters	Use	3 Apply/DOK 3
<b>9-10.W.3e</b>	conclusion that follows form and reflects on what is experienced, observed, or resolved over the course of the narrative	Provide	6 Create/DOK 3
<b>9-10.L.2</b>	command of the conventions of Standard English capitalization, punctuation, and spelling when writing	Demonstrate	3 Apply/DOK 1
<b>9-10.L.2a</b>	semi-colon (perhaps a conjunctive adverb) to link two or more closely related independent clauses	Use	3 Apply/DOK 1

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> <li>1. What techniques can we use as authors to convey our experiences?</li> <li>2. How do varied marks of punctuation help us communicate more effectively?</li> <li>3. How can I best engage a reader or listener?</li> </ol>	<ol style="list-style-type: none"> <li>1. Dialogue, pacing and multiple plot lines convey narrative experiences.</li> <li>2. Accurate and varied punctuation enhances comprehension and helps making meaning in context.</li> <li>3. Set out a problem or observation, and create a smooth progression of experiences or events that engages a reader or listener.</li> </ol>

<b>Standardized Assessment Correlations (State, College and Career)</b>
<p><b><u>Expectations for Learning (in development)</u></b>  This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

**Connecticut Curriculum Design  
Unit 3**

<b>Subject(s)</b>	English Language Arts
<b>Grade/Course</b>	Grade 10
<b>Unit of Study</b>	Shaping, Developing, and Supporting Meaning by Understanding Others (Unit 3)
<b>Unit Type(s)</b>	<input type="checkbox"/> Topical <input checked="" type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
<b>Pacing</b>	20 instructional days (including 3 reteach/enrichment days)

<b>Overarching Standards (OS)</b>
<p><b>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. (9-10.R.L.10)</b></p>
<p><b>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. (9-10.R.I.10)</b></p>
<p><b>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 or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.) (9-10.W.5)</b></p>
<p><b>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. (9-10.L.6)</b></p>

### Priority and Supporting CCSS

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. (9-10.R.L.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. (9-10.R.I.3)

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. (9-10.W.2)

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. (9-10.W.2a)

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. (9-10.W.2b)

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). (9-10.W.2f)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (9-10.L.2)

Use a semi-colon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (9-10.L.2a)

Demonstrate understanding of figurative language, word relationships, and the nuances in word meanings. (9-10.L.5)

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (9-10.L.5a)

<b>Common Core State Standard</b>	<b>Concepts (What students need to know)</b>	<b>Skills (What students need to be able to do)</b>	<b>Bloom's Taxonomy/ Webb's Depth of Knowledge</b>
<b>9-10.R.L.3</b>	development over the course of the text, how complex characters interact with other characters, and advance the plot or develop the theme	Analyze	4 Analyze/DOK 3
<b>9-10.R.I.3</b>	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	Analyze	4 Analyze/DOK 3
<b>9-10.W.2</b>	informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content	Write	3 Apply/DOK 3
<b>9-10.W.2a</b>	a topic	Introduce	1 Remember/DOK 1
<b>9-10.W.2a</b>	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	Organize	2 Understand/DOK 2
<b>9-10.W.2b</b>	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	Develop	4 Analyze/DOK 3
<b>9-10.W.2f</b>	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)	Provide	5 Evaluate/DOK 3
<b>9-10.L.2</b>	command of the conventions of standard English capitalization, punctuation, and spelling when writing	Demonstrate	3 Apply/DOK 1
<b>9-10.L.2a</b>	a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses	Use	3 Apply/DOK 1

<b>9-10.L.5</b>	understanding of figurative language, word relationships, and nuances in word meanings	Demonstrate	4 Analyze/DOK 3
<b>9-10.L.5a</b>	figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text	Interpret	4 Analyze/DOK 3

<b>Essential Questions</b>	<b>Corresponding Big Ideas</b>
<ol style="list-style-type: none"> <li>1. How does an author successfully communicate a theme, point of view, or concept writing?</li> <li>2. How do word relationships impact meaning?</li> <li>3. How does an artful use of punctuation further meaning and clarify understanding?</li> </ol>	<ol style="list-style-type: none"> <li>1. Information to gain or expand knowledge can be acquired through a variety of sources.</li> <li>2. Context gives comprehension, interpretation and leads to analysis.</li> <li>3. Accurate and varied punctuation clarifies and explains an author's expression.</li> </ol>

<b>Standardized Assessment Correlations (State, College and Career)</b>
<p><b><u>Expectations for Learning (in development)</u></b>  This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

**Connecticut Curriculum Design  
Unit 4**

<b>Subject(s)</b>	English Language Arts
<b>Grade/Course</b>	Grade 10
<b>Unit of Study</b>	Shaping, Developing, and Supporting Meaning by Understanding Our World (Unit 4)
<b>Unit Type(s)</b>	<input type="checkbox"/> Topical <input checked="" type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
<b>Pacing</b>	30 instructional days (including 4 reteach/enrichment days)

<b>Overarching Standards (OS)</b>
<p><b>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. (9-10.R.L.10)</b></p>
<p><b>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. (9-10.R.I.10)</b></p>
<p><b>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 or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.) (9-10.W.5)</b></p>
<p><b>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. (9-10.L.6)</b></p>

<b>Priority and Supporting CCSS</b>
<p><b>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. (9-10.R.L.5)</b></p>
<p><b>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. (9-10.R.I.8)</b></p>



**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (9-10.W.1)**

**Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (9-10.W.1a)**

**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. (9-10.W.1b)**

**Provide a concluding statement or section that follows from and supports the argument presented. (9-10.W.1e)**

**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. (9-10.S.L.1)**

**Propel conversations by posing and responding to questions that relate to the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (9-10.S.L.1c)**

Common Core State Standard	Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy/ Webb's Depth of Knowledge
9-10.R.L.5	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	Analyze	4 Analyze/DOK 3
9-10.R.I.8	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	Delineate and Evaluate	5 Evaluate/DOK 3
9-10.W.1	arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	Write	5 Evaluate/DOK 4
9-10.W.1a	precise claim(s)	Introduce	2 Understand/DOK 3
9-10.W.1a	the claim(s) from alternate or opposing claims	Distinguish	4 Analyze/DOK 2
9-10.W.1a	an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence	Create	4 Analyze/DOK 3
9-10.W.1b	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	Develop	5 Evaluate/DOK 3
9-10.W.1e	a concluding statement or section that follows from and supports the argument presented	Provide	6 Create/DOK 2
9-10.S.L.1	effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively	Initiate and Participate	6 Create/DOK 2

<b>9-10.S.L.1c</b>	conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas	Propel	5 Evaluate/DOK 3
<b>9-10.S.L.1c</b>	others into the discussion	Actively Incorporate	5 Evaluate/DOK 3
<b>9-10.S.L.1c</b>	ideas and conclusions	Clarify, Verify, or Challenge	5 Evaluate/DOK 3

<b>Essential Questions</b>	<b>Corresponding Big Ideas</b>
<ol style="list-style-type: none"> <li>1. How can a reader determine the veracity of an argument?</li> <li>2. How can a reader take an active roll in gaining a thorough and thoughtful understanding of a work of writing?</li> <li>3. What are the benefits gained by discussing a work of fiction or non-fiction?</li> </ol>	<ol style="list-style-type: none"> <li>1. Writing is a means of documenting thinking.</li> <li>2. The study of text is an interactive and is a cornerstone of belonging to a community.</li> <li>3. Ideas are clarifies, enhanced or challenged by discussion.</li> </ol>

<b>Standardized Assessment Correlations (State, College and Career)</b>
<p><b><u>Expectations for Learning (in development)</u></b>  This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

**Connecticut Curriculum Design  
Unit 5**

<b>Subject(s)</b>	English Language Arts
<b>Grade/Course</b>	Grade 10
<b>Unit of Study</b>	Analyzing and Using Varied Crafts and Structures (Unit 5)
<b>Unit Type(s)</b>	<input type="checkbox"/> Topical <input checked="" type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
<b>Pacing</b>	30 instructional days (including 4 reteach/enrichment days)

**Overarching Standards (OS)**

**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. (9-10.R.L.10)**

**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. (9-10.R.I.10)**

**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 or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.) (9-10.W.5)**

**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. (9-10.L.6)**

**Priority and Supporting CCSS**

**Analyze the representation of a subject or 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*). (9-10.R.L.7)**

**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). (9-10.R.I.5)**

**Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (9-10.L.1)**

**Use parallel structure. (9-10.L.1a)**

**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. (9-10.L.1b)**

**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. (9-10.L.4)**

**Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). (9-10.L.4b)**

Common Core State Standard	Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy/Webb's Depth of Knowledge
<b>9-10.R.L.7</b>	the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i> )	Analyze	4 Analyze/DOK 4
<b>9-10.R.I.5</b>	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)	Analyze	4 Analyze/DOK 3
<b>9-10.L.1</b>	command of the conventions of standard English grammar and usage when writing or speaking	Demonstrate	3 Apply/DOK 1
<b>9-10.L.1a</b>	parallel structure	Use	3 Apply/DOK 3
<b>9-10.L.1b</b>	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	Use	3 Apply/DOK 3
<b>9-10.L.4</b>	the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies	Determine or Clarify	3 Apply/DOK 2
<b>9-10.L.4b</b>	patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i> )	Identify and Correctly Use	3 Apply/DOK 3

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> <li>1. How can two seemingly incongruous works of different artistic media be compared in order to gain new meaning?</li> <li>2. How do we ascribe meaning to new vocabulary?</li> <li>3. Why is using proper grammar and usage important in writing?</li> </ol>	<ol style="list-style-type: none"> <li>1. Analytical thinking is enhanced by studies in comparison and contrast.</li> <li>2. Comprehension and critical thinking is constructed through the intentional interaction between reader and contextual clues.</li> <li>3. Overall comprehension and meanings of specific words or phrases is clarified by proper grammar and usage.</li> </ol>

Standardized Assessment Correlations (State, College and Career)
<p><b><u>Expectations for Learning (in development)</u></b>  This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

**Connecticut Curriculum Design  
Unit 6**

<b>Subject(s)</b>	English Language Arts
<b>Grade/Course</b>	Grade 10
<b>Unit of Study</b>	Extending Ideas and Presenting Meaning (Unit 6)
<b>Unit Type(s)</b>	<input type="checkbox"/> Topical <input checked="" type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
<b>Pacing</b>	30 instructional days (including 4 reteach/enrichment days)

<b>Overarching Standards (OS)</b>
<p><b>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. (9-10.R.L.10)</b></p>
<p><b>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. (9-10.R.I.10)</b></p>
<p><b>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 or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.) (9-10.W.5)</b></p>
<p><b>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. (9-10.L.6)</b></p>



**Priority and Supporting CCSS**

**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. (9-10.S.L.4)**

**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. (9-10.S.L.5)**

**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. (9-10.L.3)**

**Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Style Manual for Writers*) appropriate for the discipline and writing type. (9-10.L.3a)**

<b>Common Core State Standard</b>	<b>Concepts (What students need to know)</b>	<b>Skills (What students need to be able to do)</b>	<b>Bloom's Taxonomy/ Webb's Depth of Knowledge</b>
<b>9-10.S.L.4</b>	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	Present	2 Understand/DOK 2
<b>9-10.S.L.5</b>	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	Strategically Use	3 Apply/DOK 3
<b>9-10.L.3</b>	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	Apply	3 Apply/DOK 3
<b>9-10.L.3a</b>	work so that it conforms to the guidelines in a style manual(e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i> ) appropriate for the discipline and writing type	Write and Edit	3 Apply/DOK 1

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> <li>1. How does organization and syntax impact meaning?</li> <li>2. How does purpose impact writing outcome?</li> <li>3. Why is usage of Standard English crucial for communication?</li> </ol>	<ol style="list-style-type: none"> <li>1. Word choice and arrangement impact meaning.</li> <li>2. Purpose enhances the delivery of a topic and conveys meaning to an audience.</li> <li>3. Explanation and demonstration lead to deeper understanding.</li> </ol>

Standardized Assessment Correlations (State, College and Career)
<p><b><u>Expectations for Learning (in development)</u></b>  This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

**Connecticut Curriculum Design  
Unit 7**

<b>Subject(s)</b>	English Language Arts
<b>Grade/Course</b>	Grade 10
<b>Unit of Study</b>	Connecting and Integrating Knowledge and Ideas (Unit 7)
<b>Unit Type(s)</b>	<input type="checkbox"/> Topical <input checked="" type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
<b>Pacing</b>	30 instructional days (including 4 reteach/enrichment days)

<b>Overarching Standards (OS)</b>
<p><b>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. (9-10.R.L.10)</b></p> <p><b>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. (9-10.R.I.10)</b></p> <p><b>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 or audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.) (9-10.W.5)</b></p> <p><b>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. (9-10.L.6)</b></p>

<b>Priority and Supporting CCSS</b>
<p><b>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (9-10.S.L.2)</b></p>

Common Core State Standard	Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy/ Webb's Depth of Knowledge
9-10.S.L.2	multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source	Integrate	5 Evaluate/DOK 4

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> <li>How do we evaluate if a source is credible and/or accurate?</li> <li>How can a perspective be supported?</li> <li>How are credibility and accuracy conveyed in reading or writing?</li> </ol>	<ol style="list-style-type: none"> <li>Information from a variety of sources must be used to fully support a theory, hypothesis, or concept.</li> <li>Evidence that validates an opinion or idea is needed to substantiate a perspective.</li> <li>Multiple, diverse sources of information help readers and writers evaluate credibility and accuracy.</li> </ol>

Standardized Assessment Correlations (State, College and Career)
<p><b>Expectations for Learning (in development)</b>  This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>