

MSAD #54 ELA Curriculum

Content Area: English Language Arts
Unit: Reading

Grade: Grade 10
MLR Span: 9-12

MLR Content Standard: A. READING

Students read to comprehend, interpret, analyze, evaluate, and appreciate literary and expository texts by using a variety of strategies. They connect essential ideas, evaluate arguments, and analyze the various perspectives and ideas presented in a variety of literary and expository texts.

*Assessments

Reading:	MLR Performance Indicators 9-12	MSAD #54 Objectives	Instructional Resources/Activities
<p>A1 Interconnected Elements: Comprehension, Vocabulary, Alphabets, Fluency</p>	<p>1. Students read and evaluate texts, within a grade appropriate span of text complexity, by applying their knowledge and strategies of comprehension, vocabulary, alphabetic, and fluency.</p> <p>a. Use flexible range of before, during, and after reading strategies to deepen their understanding of the author's message. (L)</p> <p>b. Demonstrate ownership of appropriate vocabulary effectively using a word in different modes and for different purposes.</p>	<p style="text-align: center;"><u>Literacy Strategies</u></p> <p>a1. <u>Before reading/learning:</u> Problematic Situation, Anticipation/Reaction Guide, Partner/Small Group Vocabulary</p> <p>a2. <u>During reading/learning:</u> Coding/Comprehension Monitoring, Bloom, Thinking Prompts, Triple-Entry Vocabulary Journal</p> <p>a3. <u>After reading/learning:</u> Quick Write, summarizing Strategies, Jigsaw Discussion</p> <p style="text-align: center;"><u>Vocabulary</u></p> <p>Students will</p> <p>b1. apply knowledge of roots and affixes.</p> <p>b2. identify denotative and connotative meanings of words.</p>	<p>a1-a3. Literacy Team Department Binder</p> <p>a1-a3. Use Literacy team members as support.</p> <p>a1-a3. Resources from the Literacy Specialist</p> <p>See Sophomore Literacy Notebook for specialized Before, During and After Reading exercises linked to Sophomore Core Texts.</p> <p>b1. Core Text Vocabulary Etymology Worksheets (Word Family Worksheets for all Core Texts)</p> <p>b2. SAT Vocab Prep</p>

<p>*NWEA Reading: Unknown Words</p>	<p>c.Determine the meaning of unknown words by analyzing the context in which they are used, using reference sources, and applying knowledge of word parts and their meanings.</p> <p>d.Pronounce and recognize foreign words, tier 3 words across all content areas, and specific literary terms to enhance comprehension of complex texts.</p> <p>e.Fluently and accurately read text using appropriate pacing, phrasing, intonation and expression. (L)</p> <p>f. Demonstrate comprehension by evaluating texts using established criteria</p>	<p><u>Comprehension Strategies</u> Students will</p> <p>c1. determine the meaning of words by analyzing context.</p> <p>c2. use reference sources to check word meaning.</p> <p>d1. pronounce and recognize foreign words, tier 3 words across all content areas, and specific literary terms to enhance comprehension of complex texts.</p> <p>e1. fluently and accurately read text using appropriate pacing, phrasing, intonation and expression. (L)</p> <p>f. Demonstrate comprehension by evaluating texts using established criteria</p>	<p>(DVD); Vocab + Character Sketch Exercises in Sophomore Notebook</p> <p>c1. Slang and Colloquial Exercise of Core Texts</p> <p>c2. Vocabulary work with dictionaries</p> <p>d1. Identify foreign and tier 3 words in Core texts and Shakespeare</p> <p>e1. Weekly oral reading aloud by students in small group settings</p> <p>f1.Evaluate web sites and articles for validity and usefulness</p>
<p>A2 Literary Texts</p> <p>*Classroom Assessment</p> <p>*NWEA Reading/Literature Interpretation</p>	<p>2.Students read text, within a grade appropriate span of text complexity, and present analysis of fiction, nonfiction, drama, and poetry, using excerpts from the text to defend their assertions.</p>	<p><u>Literary Text</u> Students will</p>	

<p>*NWEA Reading: Interpret and Evaluate</p>	<p>a. Analyze the difference between first- and third-person narration and the effect of point of view on a reader's interpretation of a text.</p> <p>b. Evaluate the theme or themes, whether explicitly stated or implied, in a literary text.</p> <p>c. Identify and compare and analyze recurring themes across works.</p>	<p>a1. analyze the difference between first- and third-person narration and the effect of point of view on a reader's interpretation of a text.</p> <p>b1. identify theme across different genres.</p> <p>c1. identify and compare and analyze recurring themes across works.</p>	<p>a1. Writing from another character's point of view.</p> <p>b1. core texts.</p> <p>c1. core fiction and poetry texts</p>
<p>*NWEA Reading: Literature Devices and Structures</p>	<p>d. Analyze external and internal conflicts of characters.</p> <p>e. Determine the effects of common literary devices on the style and tone of a text.</p> <p>f. Analyze how meaning is conveyed in poetry through diction, figurative language, repetition, and rhyme.</p> <p>g. Compare types of poetry.</p>	<p>d1. analyze external and internal conflicts of characters.</p> <p>e1. determine the effects of common literary devices on the style and tone of a text.</p> <p>g1. compare and contrast types of poetry</p>	<p>f1-g1. Poetry Unit <i>(In development with English Department's overall plan for teaching poetry)</i></p>
<p>A3 Informational Texts</p>	<p>3. Students evaluate the validity, truthfulness, and usefulness of ideas presented in informational texts, with a grade appropriate span of text</p>		

	<p>complexity, noting how the text features and text structures affect the information presented.</p> <p>a. Evaluate the extent to which the author’s conclusions can be logically drawn from the provided evidence.</p> <p>b. Evaluate the data contained in tables, charts, etc. for accuracy, credibility, and relevancy.</p>	<p>a1. evaluate the extent to which the author’s conclusions can be logically drawn from the provided evidence.</p>	<p>a1.b1. Media Project (Working title: “So You Think You Know SAHS?”)</p>
<p>A4 Persuasive Texts</p>	<p>4. Students evaluate the validity, truthfulness, and usefulness of ideas presented in persuasive texts, within a grade appropriate span of text complexity, noting how the text structures and rhetorical devices affect the information and argument(s) presented.</p> <p>a. Evaluate the logic of persuasive texts, noting instances of unsupported inferences and fallacious reasoning.</p> <p>b. Identify and describe the effect of figurative language and other rhetorical devices; explain why they do or do not contribute to the overall effectiveness of</p>	<p>a1, b1. Students will begin to understand the logical progression of persuasion by examining examples of persuasive writing.</p>	<p>a1. Essays, advertisements, editorials, critical reviews.</p>

the argument.

c. Recognize and explain the use and abuse in persuasive texts, of forms of nuance such as ambiguity, contradiction, irony and over-or-understatement.

MSAD #54 ELA Curriculum

Content Area: English Language Arts
Unit: Writing

Grade: Grade 10
MLR Span: 9-12

MLR Content Standard: **B. WRITING**
Students write to express their ideas and emotions, to describe their experiences, to communicate information, and to present or analyze an argument.

*Assessments

Writing	MLR Performance Indicators 9-12	MSAD #54 Objectives	Instructional Resources/Activities
B1 Interconnected Elements	<p>1. Students use a writing process to develop an appropriate genre, exhibiting an explicit organizational structure, perspective, and style to communicate with target audiences for specific purposes.</p> <p>a. Locate, summarize, and synthesize information from primary and secondary sources, as necessary.</p> <p>b. Apply aspects of various genres for rhetorical effect, strong diction, and distinctive voice.</p> <p>c. Revise drafts to improve synthesis of information from sources ensuring that the organizational structure, perspective, and style are effective for the targeted</p>	<p><u>Writing Process</u> Students will</p> <p>a1. locate, summarize, and interpret information from primary and secondary sources in prewriting.</p> <p>b1. use appropriate aspects of various genres while drafting and revising.</p> <p>c1. publish writing to achieve a specific purpose.</p>	<p>a1. <i>Caesar/Macbeth</i>(blue book): critical articles in back of texts Research paper writing</p> <p>b1. Write literary analysis (<i>Macbeth</i>) narrative essay (<i>Siddhartha</i>, <i>Montana 1948</i>, or <i>Catcher in the Rye</i>) and argumentative essay (<i>Of Mice and Men</i>).</p> <p>c1. Write literary analysis (<i>Macbeth</i> or <i>The Pearl</i>), 3 part essay (<i>Siddhartha</i>, <i>Montana 1948</i>, or <i>Catcher in the Rye</i>) and argumentative essay (<i>Of Mice and Men</i>).</p>

<p>*NWEA Language Usage: Standard English Conventions</p>	<p>audience and purpose.</p> <p>d.Edit for correct grammar, usage, and mechanics.</p> <p>e.Create legible final drafts.</p>	<p>d1. edit for correct grammar, usage and mechanics to improve meaning and impact.</p>	<p>c1. Revision of essays. <i>Write Source</i></p>
<p>B2 Narrative</p>	<p>2. Students embed narrative writing in a written text when appropriate to the audience and purpose.</p> <p>a.Use diction, syntax, imagery, and tone to create distinctive voice.</p> <p>b.Organize ideas in a logical sequence, with effective transitions.</p>	<p><u>Narrative</u> Students will</p> <p>a1. continue to develop and use diction, syntax, and imagery. Students will begin to recognize how tone creates a distinctive voice.</p> <p>b1. continue to organize and use transitions in a logical sequence.</p>	<p>a1. Writing narrative essay. (<i>Siddhartha, Montana 1948, or Catcher in the Rye</i>) <i>Write Source</i></p> <p>b1. Writing narrative essay.</p>
<p>B3 Argument/Analysis Expository</p> <p>*Common Assessment: On Demand Essay</p>	<p>3. Students write academic essays that structure ideas and arguments in a sustained and logical fashion.</p> <p>a.Explain and evaluate information from reading, listening, or viewing.</p> <p>b.Write thesis-driven essays that build a</p>	<p>Students will</p> <p>a1. explain and examine information from reading, listening, or viewing.</p> <p>a2. compare and contrast various perspectives.</p> <p>a3. analyze main ideas and evaluate effects of details.</p> <p>b1. select examples from texts to support assertions.</p>	<p>a1.MLR: On Demand Essay See LAS binder</p> <p>a2. MLR: On Demand Essay</p> <p>a3. Write literary analysis (<i>Core texts</i>).</p> <p>b1. Writing 3 part essays.</p>

	<p>logical argument and support assertions with examples and evidence that are accurate, credible, and relevant.</p>	<p>b2. draw conclusions based on evidence.</p>	<p>b2. Make predictions and support with evidence during novel exploration.</p>
<p>B4 Persuasive Expository</p>	<p>4.Students write persuasive essays exhibiting logical reasoning and rhetorical techniques.</p> <p>a. Employ a variety of persuasive techniques including anticipating, addressing, and refuting potential counterclaims in a thesis-driven logical argument to influence the opinion, belief, or position of others.</p>	<p><u>Persuasive</u> Students will</p> <p>a1. develop a well-defined thesis.</p> <p>a2. use evidence to support assertions.</p> <p>a3. identify rhetorical devices.</p> <p>a4. Students will acknowledge readers’ potential counterarguments.</p> <p>a5. Students will include a call to action.</p>	<p>a1. Write a persuasive essay using any core text.</p> <p>a2. Write a 3 part modified comparison essay not based in literature (use Write Source model).</p> <p>a3. (1) Extended analogies or (2) repetition of key ideas in 3 part persuasive essay (use Write Source model).</p> <p>a4. See literary analysis and persuasive essay use Write Source model)</p> <p>a5. Write a 3 part persuasive essay.</p>
<p>B5 Practical Application</p>	<p>5.Students write personal communication and pieces related to educational development, career issues, and civic participation.</p> <p>a. Complete college,</p>	<p>a1. complete college, job,</p>	

	<p>job, licensing, and scholarship applications.</p> <p>b.Request information.</p> <p>c.Write editorials.</p>	<p>licensing, and scholarship applications.</p> <p>b1. request information.</p> <p>c1. write editorials.</p>	<p>c1. Focused opinion writing using core texts.</p>
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MSAD #54 ELA Curriculum

Content Area: English Language Arts
Unit: Research

Grade: Grade 10
MLR Span: 9-12

MLR Content Standard: C. RESEARCH

Students engage in inquiry by developing research questions, accessing and verifying a variety of sources, communicating findings, and applying the conventions of documentation. Students present findings orally, in writing, or using mixed media.

*Assessments

Research	MLR Performance Indicators 9-12	MSAD #54 Objectives	Instructional Resources/Activities
C1 Research	<p>1. Students develop research questions and modify them as necessary to elicit, present, and critique evidence from a wide variety of primary and secondary sources following the conventions of documentation.</p> <p>a. Select and apply research methods that suit the purpose of the inquiry.</p> <p>b. Make judgments about conflicting sources, incorporating those that are valid and refuting others.</p> <p>c. Synthesize information from multiple sources, and/or data gathered from fieldwork and interviews.</p> <p>d. Utilize media relevant to audience and purpose, that</p>	<p style="text-align: center;"><u>Research</u> Students will</p> <p>a1. choose sources to answer research questions. <i>Sophomore year will focus on primary literary sources.</i></p> <p>b1. use <i>Critical Evaluation of Websites</i> to evaluate websites and the information contained in them. <i>Introduction of related readings.</i></p> <p>c1. research both sides of an issue and write a summary of its scope. <i>Sophomore year will focus on primary literary sources.</i></p> <p>d. <i>See junior and senior year research projects.</i></p>	<p>a1. See English Department Plan for Research (Of Mice and Men “Characterization Using Direct Quotes” paper: Pro/Con Argument Essay.</p> <p>b1. Secondary high-interest articles relating to core texts.</p> <p>c1. See English Department Plan for Research (Of Mice and Men “Characterization Using Direct Quotes” paper: Pro/Con Argument Essay.</p>

	<p>extend and support oral, written, and visual communication.</p> <p>e. Integrate paraphrasing, quotations, and citations into a written text that maintains the flow of ideas.</p> <p>f. Access and present information ethically and legally.</p>	<p>e1. select appropriate quotes; use correct MLA citation format. <i>Sophomore year will introduce paraphrasing, direct quote selection, and direct quote integration.</i></p> <p>f1. access and use information ethically and legally.</p>	<p>e1. Use Write Source model (citations p. 381-384; 374; paraphrasing 369) and/or Citation Machine internet source (www.citationmachine.net/; SAHS online Research Guide)</p> <p>f1. Use Write Source model (plagiarism p. 202-3; 381-384); SAHS plagiarism rules. See Student Handbook and on-line school website.</p>
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<p>D2 Mechanics</p> <p>*NWEA Language Usage: Standard English Conventions</p>	<p>2. Students demonstrate the use of the structures and conventions of <i>Standard American English</i> in their communication.</p> <p>a. Use appropriate punctuation, spelling, sentence and paragraph structure to suit purpose, context and audience.</p>	<p><u>Mechanics</u> Students will</p> <p>a1. continue to edit work correctly for capitalization, spelling, and end punctuation.</p> <p>a2. continue to apply comma usage and apostrophe rules.</p> <p>a3. begin to discriminate and edit active/passive voice.</p> <p>a4. correctly spell frequently misspelled words and common homophones. Including, but not limited to: cite, site, sight affect an effect all together, altogether advice, advise effect, affect can, may principal, principle counselor, councilor farther, further healthful, healthy its, it's your, you're which, that</p> <p>Review 9th grade list buy, by past, passed through, threw write, right suppose, supposed then, than used, use who's, whose alright, all right, already, all ready</p>	<p>a1-4. Grade 10 Write Source: Proofreader's Guide (p. 604-738); Homophones (p.678-697); Misspelled Words (generated from SAT 100 word list; individual lists based on paper writing); Active and Passive voice (p. 772; Owl website)</p>
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MSAD #54 ELA Curriculum

Content Area: English Language Arts
Unit: Listening and Speaking

Grade: Grade 10
MLR Span: 9-12

MLR Content Standard: **E. LISTENING AND SPEAKING**
Students listen to comprehend and speak to communicate effectively.

Listening & Speaking	MLR Performance Indicators 9-12	MSAD #54 Objectives	Instructional Resources/Activities
E1 Listening	<p>1. Students adjust listening strategies to formal and informal discussion, debates, or presentations, and then evaluate the information.</p> <p>a. Formulate clarifying questions.</p> <p>b. Examine and critique information presented.</p> <p>c. Expand on ideas presented by others.</p>	<p><u>Listening</u> Students will</p> <p>a1, b1. Listen to and pose questions that probe for details and engage in discussion and evaluation of presented material.</p> <p>c1. begin to formulate positions or opinions that reflect understanding.</p>	<p>a1-c1. Use Shakespeare online at www.wiredforbooks.org. Have students complete plot summaries, thematic development, and characterization studies.</p>
E2 Speaking	<p>2. Students determine speaking strategies for formal and informal discussions, debates, or presentations appropriate to the audience and purpose.</p> <p>a. Choose and present appropriate information logically.</p> <p>b. Apply conventions for <i>Standard American</i></p>	<p><u>Speaking</u> Students will</p> <p>a1. present a poem, offer an interpretation, and lead a short discussion about the poem.</p>	<p>a1. Poetry Unit <i>(In development with English Department's overall plan for teaching poetry).</i></p>

<p>*Oral Presentation rubric</p>	<p><i>English</i> to suit audience and purpose.</p> <p>c. Analyze feedback and revise to improve effectiveness of communication.</p> <p>d. Determine appropriate media, relevant to audience and purpose, that extend and support oral, written, and visual communication.</p>	<p>d1. make oral presentations employing eye contact, speaking rate, volume, enunciation, inflection, pronunciation, and gestures.</p>	<p>d1. Mini research presentation, poetry reading, or humorous original readings.</p>
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MSAD #54 ELA Curriculum

Content Area: English Language Arts
Unit: Media

Grade: Grade 10
MLR Span: 9-12

MLR Content Standard: F. MEDIA

Students recognize and can explain the effects that both print and non-print sources have on listeners, viewers and readers, in order to develop an awareness of the effects that the media have on forming opinions and making decisions.

Media	MLR Performance Indicators 9-12	MSAD #54 Objectives	Instructional Resources/Activities
F1 Analysis of Media	<p>1.Students analyze the effectiveness of auditory, visual and written information used to communicate in different forms of media.</p> <p>a.Explain how visual and sound effects influence messages in various media.</p> <p>b.Explain similarities and differences between the messages conveyed by print and non-print sources.</p> <p>c.Compare the role of print and non-print sources, including advertising, in shaping public opinion noting instances of unsupported inferences, or fallacious reasoning.</p> <p>d.Determine appropriate media, relevant to audience and purpose that extend and support oral, written, and visual communication.</p>	<p><u>Analysis of Media</u> Students will</p> <p>a1, b1. compare and contrast the common work of an author, a screenplay writer and a film director.</p> <p>b1-c1. explain similarities and differences between the messages conveyed by print and non-print media.</p>	<p>b1-c1. Examination and evaluation of the invented/ deleted scenes and motifs in the 1992 film, Of Mice and Men.</p> <p>Developing an implementing an annual project exploring and assessing media portrayals of SAHS throughout the school year (Working title: “So You Think You Know SAHS?”)</p>