



2020 – 2021 ELA Pacing Guide

Grade 10

First 20 Guidance (for starting Quarter 1)

- Classroom Procedures and Expectations
- Perform a Baseline Assessment (Reading, Writing, and Grammar-optional)
- Introduce FSA Writing Rubric (Teacher and Student Copy)
- Familiarize students with how to choose a text (book tastings) and how to interact with words
- Introduce Reading and Writing Workshop
- ELA – Introduce a light plan for narrative writing (within First 20 Lessons), then transition into Argumentative
- Reading – Review skills from previous year (foundational skills with interacting with text, asking questions, identifying key details and unknown “word problems,” etc.)
- Orient students to the Savvas Online, classroom texts, and provide an overview of the curriculum (Savvas/Pearson)
- Active Listening and Respectful Speaking
- Make Connections to text (both verbally and written)
- Plan, share, and discuss (with team teacher) both Writing, Reading (and ELA/grammar) Assessment data from BOY
- Review/Dig into the Baseline Data (conferences with students to create – both writing and reading – goals)
- Discuss how to implement data in weekly planning to create a cohesive ELA/Reading cohort.
- Prepare and begin: Close Reading/ Annotating guides (for texts used in writing), text-based writing strategies

**** Please refer to the First 20 Lessons as a guide to start the school year out on a strong foundation. Reach out to your coaches for support with planning, digging into data, and/or using data to drive instruction.**

Rubric/Assessment:

The following link contains assessments, text-based evidence essays, and writing rubrics assignments associated with this course:

<https://www.savvasrealize.com/index.html#/>

LAFS Grade 10



Quarter 1

<p><u>Benchmark Standard (Rdng Info/Lit)</u></p> <ul style="list-style-type: none"> ▪ RI1.1 ▪ RL1.3 ▪ RL2.5 ▪ RL1.2 ▪ RL 2.4 ▪ RI2.5 ▪ RI3.8 	<p><u>Benchmark Standard (Speaking & Listening)</u></p> <ul style="list-style-type: none"> ▪ SL1.1&3 ▪ SL2.4&5
<p><u>myP Unit: 2</u> Outsiders & Outcasts</p> <p><u>ReadThinkWrite: Outside In: Finding A Character's Heart Through Art</u>- This lesson uses art to explore the theme of “alienation”, which is common to most of the literature in this unit.</p> <p><u>Persuasion Map</u>- graphic organizer to write a persuasive argument</p>	<p><u>myP Unit Text Sets</u></p> <p>Anchor Text (Short Story): <i>The Metamorphosis</i> by Franz Kafka, translated by Ian Johnston</p> <p>Media (Video): <i>Franz Kafka and Metamorphosis</i> BBC</p> <p>Short Story: <i>The Doll's House</i> by Katherine Mansfield</p> <p>Poetry Collection: <i>Sonnet, With Bird</i> by Sherman Alexie <i>Elliptical</i> by Harryette Mullen <i>Fences</i> by Pat Mora</p> <p>Argument: <i>Revenge of the Geeks</i> By Alexandra Robbins</p> <p>Lecture: <i>Encountering the Other: The Challenge for the 21st Century</i> by Ryszard Kapuscinski</p>
<p><u>Performance Task (PT): Writing Focus (Whole Group)</u></p> <ul style="list-style-type: none"> - Write an Argument 	<p><u>Performance Based Assessment (PBA) (1 of 2)</u></p> <ul style="list-style-type: none"> - Writing to Sources: Writing Sources-Argumentative Essay - Prompt: Is the experience of being an outsider universal?



<ul style="list-style-type: none"> - Prompt: <i>myP</i>: Are outsiders simply those who are misjudged or misunderstood? - **Adapt to student choice – You can take this and make it work with your classroom, students, and texts you utilize excerpts from. - Plan: Prewriting/Planning, Adding Details, Drafting, Transitions, Revising, Peer Review, Adding Sensory Details, Editing & Proofreading, Publishing & Presenting - Language Development: style, structure, evidence and elaboration, transitions, MLA-citation, clear closing 	<p>*(Making adaptations to prompt for more student engagement.)</p> <ul style="list-style-type: none"> - Plan: Prewriting/Planning, Gathering Evidence, Drafting, Transitions, Revising, Peer Review, Editing & Proofreading, Publishing & Presenting - Rubric: Refer to the FSA Style Writing Rubric Grade 10
<p style="text-align: center;"><u>PT: Writing Standards Focus</u></p> <p>W.1.a-e, W.3.a, W.5, W.9-10, L.3.a</p>	<p style="text-align: center;"><u>PBA: Writing Standards Focus</u></p> <p>W.10.2.a-f, W.10.4, W.10.4.c, W.10.10, L.10.2.c, L.10.4.c</p>
<p><u>Performance Task (PT): Speaking & Listening (2 of 2)</u></p> <ul style="list-style-type: none"> ▪ Oral Presentation (3-5m): Student choice of style - Oral Presentation: Review the essay, create a document and locate the most important important/key details. Focus on eye contact and concise wording with practice. - Locate key evidence from Intro, Body, Con - Choose audio clips and visuals, such as photos and video for support - Utilize Rubric for grading 	<p style="text-align: center;"><u>PT: Speaking & Listening Standards Focus</u></p> <p style="text-align: center;">SL.10.1, SL.10.5, SL.10.6</p>
<p style="text-align: center;"><u>Common Lit Resource Mini-Lesson Text Sets</u></p>	<p style="text-align: center;"><u>NewsELA Resource Mini-Lesson Text Sets</u></p>



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| <ul style="list-style-type: none">▪ Underface (Poetry)▪ Prison is a Poor Deterrent (Opinion) | <ul style="list-style-type: none">▪ Meet the 2020 Candidates (Gov)▪ “Measure of a Man” Teaching People (Opinion)▪ IN school, Popular kids Bullied just like Outcasts (Kids) |
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Quarter 2

Benchmark Standard (Rdng Info/Lit)

- [RI1.1](#)
- [RI1.3](#)
- [RI3.9](#)
- [RI2.6](#)
- [RI3.7](#)
- [RL2.4](#)

Benchmark Standard (Speaking & Listening)

- [SL1.1&2](#)
- [SL2.6](#)

myP Unit Text Sets

myP Unit: 3

Extending Freedom's Reach

[ReadWriteThink: Censorship in the Classroom: Understanding Controversial Issues](#)

[ReadThink Write: Heroes Are Made of This: Studying the Character of Heroes](#)

Anchor Text (Speech):

from The "Four Freedoms" Speech by Franklin D. Roosevelt

Anchor Text (Letter): *Inaugural Address* by John F. Kennedy

Media (Video): *Inaugural Address* by John F. Kennedy

Speech

Speech at the United Nations

By Malala Yousafzai

Media (Interview): *Diane Sawyer Interviews Malala Yousafzai*

ABC News

Poetry: *Caged Bird* by Maya Angelou

Some Advice To Those Who Will Serve Time in Prison by Nazim and Mutlu Konuk

Short Story: *The Censors*

By Luisa Valenzuela, translated by David Unger

Media (Infographic): *from Freedom of the Press Report 2015*

Freedom House



<p><u>Performance Task (PT): Writing Focus (Whole Group)</u></p> <ul style="list-style-type: none"> - Write an Informative Essay - Prompt: <i>myP</i>: What can one person do to defend the human rights of all people? - **Adapt to student choice if needed – You can take this and make it work with your classroom, students, and texts you utilize excerpts from. - Plan: Prewriting/Planning, Adding Details, Drafting, Transitions, Revising, Peer Review, Adding Sensory Details, Editing & Proofreading, Publishing & Presenting - Language Development: style, structure, evidence and elaboration, transitions, MLA-citation, clear closing 	<p><u>Performance Based Assessment (PBA) (1 of 2)</u></p> <ul style="list-style-type: none"> - Writing to Sources: Writing Sources-Informative Essay - Prompt: What does it mean to have “freedom” OR human rights? *(Make adaptations to prompt for more student engagement.) - Plan: Prewriting/Planning, Gathering Evidence, Drafting, Transitions, Revising, Peer Review, Editing & Proofreading, Publishing & Presenting - Rubric: Refer to the FSA Style Writing Rubric Grade 10
<p><u>PT: Writing Standards Focus</u></p> <p>W.1.a-e, W.3.a, W.5, W.9-10, L.3.a</p>	<p><u>PBA: Writing Standards Focus</u></p> <p>W.10.2.a-f, W.10.4, W.10.4.c, W.10.10, L.10.2.c, L.10.4.c</p>
<p><u>Performance Task (PT): Speaking & Listening (2 of 2)</u></p> <ul style="list-style-type: none"> ▪ Multimedia Presentation (3-5m): - Review the essay, create a document and locate the most important important/key details. Focus on eye contact and concise wording with practice. - Locate key evidence from Intro, Body, Con - Create notes to guide your presentation - Utilize Rubric for grading 	<p><u>PT: Speaking & Listening Standards Focus</u></p> <p>SL.10.1, SL.10.5, SL.10.6</p>
<p><u>Common Lit Resource Mini-Lesson Text Sets</u></p>	<p><u>NewsELA Resource Mini-Lesson Text Sets</u></p>



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| <ul style="list-style-type: none">▪ Do Juvenile Killers deserve Life Behind Bars (Info)▪ Burning a Book (Poem)▪ I got Myself Arrested (Info) | <ul style="list-style-type: none">▪ Orangutan Sandra granted Personhood (Law)▪ Young Journalists fight Censorship (Law) |
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Quarter 3

<u>Benchmark Standard (Rdng Info/Lit)</u>	<u>Benchmark Standard (Speaking & Listening)</u>
<ul style="list-style-type: none"> ▪ RL1.1 ▪ RL1.3 ▪ RL2.5 ▪ RL2.6 ▪ RL3.7 	<ul style="list-style-type: none"> ▪ SL1.2&3 ▪ SL2.6
<p style="text-align: center;"><u>myP Unit:</u> 6 Blindness & Sight</p> <p>Connecting With the Classics</p> <p>Tell Me Your Story: Video-Inspired Vocabulary Writing</p>	<p style="text-align: center;"><u>myP Unit Text Sets</u></p> <p>Literature and Culture Historical Context: Oedipus the King Anchor Text (Drama): <i>Oedipus the King, Parts I,II</i> by Sophocles, translated by Nicholas Rudall Letter: <i>View From the Empire State Building</i> by Helen Keller Poetry Collection: <i>Blind Fatima Naoot</i>, translated by Kees Nijland <i>The Blind Seer of Ambon</i> by W. S. Merwin <i>On His Blindness</i> by Jorge Luis Borges, translated by Robert Mezey Short Story: <i>The Country of the Blind</i> by H. G. Wells Memoir: <i>The Neglected Senses</i> <i>from For the Benefit of Those Who See</i> by Rosemary Mahoney</p>
<p><u>Performance Task (PT): Writing Focus (Whole Group)</u></p> <ul style="list-style-type: none"> - Nonfiction Narrative - Prompt: Do we see ourselves as others see us? - **Adapted for student choice if needed – You can take this and make it work with your classroom, students, and texts you utilize excerpts from. 	<p><u>Performance Based Assessment (PBA) (1 of 2)</u></p> <ul style="list-style-type: none"> - Writing to Sources: Nonfiction Narrative - Prompt: Is there a difference between seeing and knowing? *(Make adaptations to prompt for more student engagement.)



<ul style="list-style-type: none"> - Plan: Prewriting/Planning, Adding Details, Drafting, Transitions, Revising, Peer Review, Adding Sensory Details, Editing & Proofreading, Publishing & Presenting - Language Development: style, structure, sensory details, transitions, elaboration, clear & concise word choice 	<ul style="list-style-type: none"> - Plan: Prewriting/Planning, Gathering Evidence, Drafting, Transitions, Revising, Peer Review, Editing & Proofreading, Publishing & Presenting - Rubric: Refer to the FSA Style Writing Rubric Grade 10
<p style="text-align: center;"><u>PT: Writing Standards Focus</u></p> <p>W.1.a-e, W.3.a, W.5, W.9-10, L.3.a</p>	<p style="text-align: center;"><u>PBA: Writing Standards Focus</u></p> <p>W.3.a-e, W.9-10, L.1.b, L.2, L.2.a, L.2.c, L.4.c L.5</p>
<p><u>Performance Task (PT): Speaking & Listening (2 of 2)</u></p> <ul style="list-style-type: none"> ▪ Storytelling Session: <ul style="list-style-type: none"> - Review the essay, create a document and locate the most important important/key details. - Begin with an exciting hook! - Locate key evidence from Intro, Body, Con - Vary the tone, pitch, and inflection of voice - Utilize Rubric for grading 	<p style="text-align: center;"><u>PT: Speaking & Listening Standards Focus</u></p> <p style="text-align: center;">SL.10.1, SL.10.5, SL.10.6</p>
<p style="text-align: center;"><u>Common Lit Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ Drones put Spy Eyes in the Sky 	<p style="text-align: center;"><u>NewsELA Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ Doctors try first CRISPR-editing for Blindness (Science) ▪ Creating Comic books for the Blind (Arts & Culture) ▪ Do Astronauts need Sunscreen (Science) ▪ Developing Artificial Vision (Science & Math) ▪ Legos help learn Brail (Kids)



Quarter 4

<p><u>Benchmark Standard (Rdng Info/Lit)</u></p> <ul style="list-style-type: none"> ▪ RI1.1 ▪ RI1.2 ▪ RI 2.4 ▪ RI3.7 ▪ RI2.6 ▪ RI3.8 	<p><u>Benchmark Standard (Speaking & Listening)</u></p> <ul style="list-style-type: none"> ▪ SL1.3 ▪ SL2.4
<p><u>myP Unit: 5</u> Virtue & Vengeance</p> <p>ReadThinkWrite: Literary Characters on Trial: Combining Persuasion and Literary Analysis- Students develop argumentation and persuasion in a project in which they put characters from <i>The Tempest</i> on trial.</p> <p>Finding Common Ground: Using Logical, Audience-Specific Arguments</p>	<p><u>myP Unit Text Sets</u></p> <p>Literature and Culture: Historical Context: <i>The Tempest</i> Anchor Text (Drama): <i>The Tempest</i> by William Shakespeare Anchor Text (Poetry): <i>En el Jardín de los Espejos Quebrados, Caliban Catches a Glimpse of His Reflection</i> by Virgil Suárez <i>Caliban</i> by J. P. Dancing Bear Poetry: <i>They are hostile nations</i> By Margaret Atwood <i>Under a Certain Little Star</i> <i>Wisława Szymborska</i>, translated by Joanna Trzeciak Speech: <i>Let South Africa Show the World How to Forgive</i> By Desmond Tutu</p>
<p><u>Performance Task (PT): Writing Focus (Whole Group)</u></p> <ul style="list-style-type: none"> - Argumentative Writing 	<p><u>Performance Based Assessment (PBA) (1 of 2)</u></p>



<ul style="list-style-type: none"> - Prompt: Is there more value in vengeance or virtue? - **Adapt if needed for student choice if needed – You can take this and make it work with your classroom, students, and texts you utilize excerpts from. - Plan: Prewriting/Planning, Adding Details, Drafting, Transitions, Revising, Peer Review, Adding Sensory Details, Editing & Proofreading, Publishing & Presenting - Language Development: style, structure, evidence and elaboration, transitions, MLA-citation, clear closing 	<ul style="list-style-type: none"> - Writing to Sources: Argumentative - Prompt: Can justice and forgiveness go hand in hand? *(Make adaptations to prompt for more student engagement.) - Plan: Prewriting/Planning, Gathering Evidence, Drafting, Transitions, Revising, Peer Review, Editing & Proofreading, Publishing & Presenting <p>Rubric: Refer to the FSA Style Writing Rubric Grade 10</p>
<p style="text-align: center;"><u>PT: Writing Standards Focus</u></p> <p>W.1.a-e, W.3.a, W.5, W.9-10, L.3.a</p>	<p style="text-align: center;"><u>PBA: Writing Standards Focus</u></p> <p>W.3.a-e, W.9-10, L.1.b, L.2, L.2.a, L.2.c, L.4.c L.5</p>
<p><u>Performance Task (PT): Speaking & Listening (2 of 2)</u></p> <ul style="list-style-type: none"> ▪ Informal Speech: <ul style="list-style-type: none"> - Review the essay, create a document and locate the most important important/key details. - Review the essay, create a document and locate the most important important/key details. Focus on eye contact and concise wording with much practice. 	<p style="text-align: center;"><u>PT: Speaking & Listening Standards Focus</u></p> <p style="text-align: center;">SL.10.1, SL.10.5, SL.10.6</p>
<p style="text-align: center;"><u>Common Lit Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ Pied Piper (Poetry) ▪ Cask of Amontillado (Poem) ▪ H.G. Wells-The Cone (Short Story) 	<p style="text-align: center;"><u>NewsELA Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ WWII Night Witches (World History) ▪ Chivalry of Middle Ages (World History)