



2020 – 2021 Reading 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#/>



Quarter 1

Benchmark Standard (Rdng Info/Lit)

- [RI1.1](#)
- [RL1.3](#)
- [RL2.5](#)
- [RL1.2](#)
- [RL 2.4](#)
- [RI2.5](#)
- [RI3.8](#)

Benchmark Standard (Speaking & Listening)

- [SL1.1&3](#)
- [SL2.4&5](#)

myP Unit: 2

Outsiders & Outcasts

myP Unit Text Sets

Anchor Text (Short Story): *The Metamorphosis* by Franz Kafka, translated by Ian Johnston

Media (Video): *Franz Kafka and Metamorphosis* BBC

Short Story: *The Doll's House* by Katherine Mansfield

Poetry Collection: *Sonnet, With Bird* by Sherman Alexie
Elliptical by Harryette Mullen

Fences by Pat Mora

Argument: *Revenge of the Geeks*
By Alexandra Robbins

Lecture: *Encountering the Other: The Challenge for the 21st Century* by Ryszard Kapuscinski



<p style="text-align: center;"><u>Novel Study Options:</u></p> <ul style="list-style-type: none"> - Whole group-mini lessons-target skills utilizing excerpts - Collaborative groups- reciprocal teaching - Literature Circles 	<ul style="list-style-type: none"> ▪ <i>The Alchemist</i>, by Paulo Coelho (Lexile level 910) ▪ <i>The Scarlet Letter</i>, by Nathaniel Hawthorne (Lexile level 1420)
<p style="text-align: center;"><u>Common Lit Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ Underface (Poetry) ▪ Prison is a Poor Deterrent (Opinion) 	<p style="text-align: center;"><u>NewsELA Resource Mini-Lesson Text Sets</u></p> <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)
<p style="text-align: center;"><u>ELA Performance-Based Assessment (PBA)</u></p> <ul style="list-style-type: none"> ▪ Argumentative <p style="text-align: center;"><u>Performance-Based Task (PT): Speaking & Listening</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>Performance Task: Speaking and Listening Focus (Small Group)</u></p> <ul style="list-style-type: none"> ▪ Multimedia Presentation ▪ Prompt: Is difference a weakness? Is sameness a strength? - *Adaptation towards highlighting the different ways to be intelligent (not just focused on <i>myP</i>)



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: 3

Extending Freedom's Reach

myP Unit Text Sets

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 style="text-align: center;"><u>Novel Study Options:</u></p> <ul style="list-style-type: none"> - Whole group-mini lessons-target skills utilizing excerpts - Collaborative groups- reciprocal teaching - Literature Circles 	<ul style="list-style-type: none"> ▪ <i>Beloved</i>, by Toni Morrison (Lexile level 870) ▪ <i>Incidents in the Life of a Slave Girl</i>, by Harriet Jacobs (Lexile level 740) ▪ <i>Things Fall Apart</i>, by Chinua Achebe (Lexile level 890)
<p style="text-align: center;"><u>Common Lit Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ Do Juvenile Killers deserve Life Behind Bars (Info) ▪ Burning a Book (Poem) ▪ I got Myself Arrested (Info) 	<p style="text-align: center;"><u>NewsELA Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ Orangutan Sandra granted Personhood (Law) ▪ Young Journalists fight Censorship (Law)
<p style="text-align: center;"><u>ELA Performance-Based Assessment (PBA)</u></p> <ul style="list-style-type: none"> ▪ Informative (writing to sources) <p style="text-align: center;"><u>Performance-Based Task (PT): Speaking & Listening</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 style="text-align: center;"><u>Performance Task: Speaking and Listening Focus (Small Group)</u></p> <ul style="list-style-type: none"> ▪ Multimedia Presentation <ul style="list-style-type: none"> ○ When, if ever, are limits on freedom(s) necessary? <p>*Adapt away from general freedoms towards students to select a freedom) highlighting the different supplemental texts (not just those focused on <i>myP</i>)</p>



Quarter 3

Benchmark Standard (Rdng Info/Lit)

- [RL1.1](#)
- [RL1.3](#)
- [RL2.5](#)
- [RL2.6](#)
- [RL3.7](#)

Benchmark Standard (Speaking & Listening)

- [SL1.2&3](#)
- [SL2.6](#)

myP Unit: 6 Blindness & Sight

myP Unit Text Sets

Literature and Culture

Historical Context: Oedipus the King

Anchor Text (Drama): *Oedipus the King, Parts I,II* by Sophocles, translated by Nicholas Rudall

Letter: *View From the Empire State Building* by Helen Keller

Poetry Collection: *Blind Fatima Naoot*, translated by Kees Nijland
The Blind Seer of Ambon by W. S. Merwin

On His Blindness by Jorge Luis Borges, translated by Robert Mezey

Short Story: *The Country of the Blind* by H. G. Wells

Memoir: *The Neglected Senses*

from For the Benefit of Those Who See by Rosemary Mahoney

Novel Study Options:

- Whole group-mini lessons-target skills utilizing excerpts
- Collaborative groups- reciprocal teaching
- Literature Circles

- *Blindness*, by Jose Saramago

- *King Lear*, by William Shakespeare



<p><u>Common Lit Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ Drones put Spy Eyes in the Sky 	<p><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)
<p><u>ELA Performance-Based Assessment (PBA)</u></p> <ul style="list-style-type: none"> ▪ Nonfictional Narrative (Can be edited to Informative) <p><u>Performance-Based Task (PT): Speaking & Listening</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><u>Performance Task: Speaking and Listening Focus (Small Group)</u></p> <ul style="list-style-type: none"> ▪ Oral Retelling ▪ Prompt: How does one truly “see” what’s around them? ▪ *Adapted from <i>myP</i>



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><u>myP Unit Text Sets</u></p> <p>Literature and Culture: Historical Context: The Tempest Anchor Text (Drama): <i>The Tempest</i> by William Shakespeare Anchor Text (Poetry): <i>En el Jardín de los Espejos Quebrados</i>, <i>Caliban Catches a Glimpse of His</i> <i>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>Novel Study Options:</u></p> <ul style="list-style-type: none"> - Whole group-mini lessons-target skills utilizing excerpts - Collaborative groups- reciprocal teaching - Literature Circles 	<ul style="list-style-type: none"> ▪ <i>The Island of Dr. Moreau</i>, by H. G. Wells ▪ <i>Moby Dick</i>, by Herman Melville (Lexile level 1200)



<p><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><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)
<p><u>ELA Performance-Based Assessment (PBA)</u></p> <ul style="list-style-type: none"> ▪ Argumentative <p><u>Performance-Based Task (PT): Speaking & Listening</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. <p>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>	<p><u>Performance Task: Speaking and Listening Focus (Small Group)</u></p> <ul style="list-style-type: none"> ▪ Present an Argument ▪ Prompt: Does forgiveness require an apology?