

# Pre- AP Grade 10 English Language Arts

## 4<sup>th</sup> Nine Weeks: Scope and Sequence

Content Standards	Dates Taught	% of Students scoring over 75%	Dates Re-taught (Optional)	Formative and Summative Assessments/ (Any Additional Comments Optional)
<p><b>1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>A.2.c. Demonstrate comprehension of increasingly challenging texts (both print and nonprint sources) by asking and answering literal, interpretive, and evaluative questions.</p> <p>A.6.b. Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, inconsistencies, and ambiguities.</p> <p>A.6.c. Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts, and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources. <b>RL.9-10.1 &amp; RI.9-10.1</b></p>				
<p><b>2.</b> 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.</p> <p>A.5.c. Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts.</p> <p>A.6.b. Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, inconsistencies, and ambiguities.</p> <p>A.6.c. Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts, and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources. <b>RL.9-10.2</b></p>				
<p><b>3.</b> Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>A.5.a. Use organization or structure of text (e. g. comparison/contrast, cause/effect, problem/solution) and writer’s techniques (e. g. repetition of ideas, syntax, word choice) to aid comprehension of increasingly challenging texts.</p>				

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<p>A.5.c. Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts.</p> <p>A.6.b. Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, inconsistencies, and ambiguities.</p> <p>A.6.c. Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts, and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources.</p> <p><b>RL.9-10.3</b></p>				
<p><b>4.</b> 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.</p> <p>A.3.d. Identify and interpret works in various poetic forms (e. g. ballad, ode, sonnet) and explain how meaning is conveyed through features of poetry, including sound (e. g. rhythm, repetition, alliteration), structure (e. g. meter, rhyme scheme), graphic elements (e. g. punctuation, line length, word position), and poetic devices (e. g. metaphor, imagery, personification, tone, symbolism).</p> <p>A.5.a. Use organization or structure of text (e. g. comparison/contrast, cause/effect, problem/solution) and writer’s techniques (e. g. repetition of ideas, syntax, word choice) to aid comprehension of increasingly challenging texts.</p> <p>A.5.c. Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts.</p> <p>A.5.e. Identify, analyze, and evaluate the ways in which the devices the author chooses (e. g. irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging texts.</p> <p>A.7.b. Provide an interpretation of a literary work that is supported by evidence from the text and from cogent reasoning.</p> <p>A.8.e. Comprehend foreign words and phrases in texts that are commonly used in English.</p> <p>A.8.f. Define and identify common idioms and literary, classical, and biblical allusions (e. g. “He had the patience of Job.”) in increasingly challenging texts.</p> <p>A.8.h. Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts</p>				
<p><b>7.</b> Analyze the representation of a subject or a key scene in two artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musee des Beaux Arts” and Brueghel’s Landscape with the Fall of Icarus).</p> <p>A.2.e. Compare texts to previously read texts, past and present events, and/or content learned</p>				

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<p>in other coursework.  A.3.b. Describe how the choice of form (e.g. film, novel, sculpture) affects the presentation of a work's theme or topic (e.g. comparing Fahrenheit 451 to Francois Truffaut's film version).  <b>RL.9 – 10.7</b></p>				
<p><b>9.</b> By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, in the Grades 9-10 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.  A.1.a. Choose materials for independent reading on the basis of specific criteria.  A.1.b. Read independently for a variety of purposes (e.g. for enjoyment, to gain information, to perform a task).  A.1.c. Read increasingly challenging whole texts in a variety of literary (e.g. poetry, drama, fiction, nonfiction) and nonliterary (e.g. textbooks, news articles, memoranda) forms.  A.2.c. Demonstrate comprehension of increasingly challenging texts (both print and nonprint sources) by asking and answering literal, interpretive, and evaluative questions.  A.3.c. Read dramatic literature (e.g. Cyrano de Bergerac, Pygmalion) and analyze its conventions to identify how they express a writer's meaning.  A.3.d. Identify and interpret works in various poetic forms (e.g. ballad, ode, sonnet) and explain how meaning is conveyed through features of poetry, including sound (e.g. rhythm, repetition, alliteration), structure (e.g. meter, rhyme scheme), graphic elements (e.g. punctuation, line length, word position), and poetic devices (e.g. metaphor, imagery, personification, tone, symbolism). <b>RL.9-10.10</b></p>				
<p><b>10.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  A.2.c. Demonstrate comprehension of increasingly challenging texts (both print and nonprint sources) by asking and answering literal, interpretive, and evaluative questions.  A.7.b. Provide an interpretation of a literary work that is supported by evidence from the text and from cogent reasoning.  <b>RI. 9 – 10.1</b></p>				
<p><b>11.</b> 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.  A.5.c. Identify, analyze, and evaluate plot, character development, setting, theme, mood, and</p>				

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<p>point of view as they are used together to create meaning in increasingly challenging text.</p> <p>A.6.b. Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, inconsistencies, and ambiguities.</p> <p>A.6.c. Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts, and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources. <b>RI.9-10.2</b></p>				
<p><b>15.</b> Determine the 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.</p> <p>A.5.c. Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts.</p> <p>A.5.f. Analyze an author’s implicit and explicit argument, perspective, or viewpoint in a text (e.g. Toni Cade Bambara’s argument about social class in the U. S. in her short story “The Lesson”).</p> <p>A.5.h. Identify the author’s stated or implied purpose in increasingly challenging texts.</p> <p>A.6.a. Identify, analyze, and evaluate the effectiveness of persuasive techniques (e.g. appeals to emotion, reason, or authority; stereotyping) and the presence of bias in literature, film, advertising, and/or speeches. <b>RL.9-10.6 &amp; RI.9-10.6</b></p>				
<p><b>20.</b> By the end of Grade 10, read and comprehend literary nonfiction in the Grades 9-10 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.</p> <p>A.1.b. Read independently for a variety of purposes (e.g. for enjoyment, to gain information, to perform a task).</p> <p>A.1.c. Read increasingly challenging whole texts in a variety of literary (e.g. poetry, drama, fiction, nonfiction) and nonliterary (e.g. textbooks, news articles, memoranda) forms.</p> <p>A.2.c. Demonstrate comprehension of increasingly challenging texts (both print and nonprint sources) by asking and answering literal, interpretive, and evaluative questions</p> <p>A.7.c. Read literary criticism, with assistance, to increase comprehension of increasingly challenging literary texts. <b>RI.9-10.10</b></p>				
<p><b>22.</b> 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.</p> <p>B.2.b. Craft first and final drafts of informational texts or reports that provide clear and accurate perspectives on the subject and support the main ideas with facts, details, and examples.</p> <p>B.2.d. Craft first and final drafts of responses to literature that organize an insightful interpretation around several clear ideas, premises, or images and support judgments with specific references to the original text and to other texts and authors.</p>				

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<p>B.2.e. Craft first and final drafts of workplace and other real-life writing (e.g. job applications, editorials, meeting minutes) that are appropriate to the audience, provide clear and purposeful information, and use a format appropriate to the task.</p> <p>B.3.a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.</p> <p>C.f. Compose a research paper that develops a clear argument and includes title page, outline, first and final drafts, and works-cited page, adhering to guidelines from MLA or other stylebooks.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>B.2.f. Craft first and final drafts of fictional, biographical, and autobiographical narratives that use specific settings, sensory details, dialogue, and tone to develop plot and characters.</p> <p>B.3.a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. <b>W.9-10-2</b></p>				
<p><b>23.</b> B.2.f. Craft first and final drafts of fictional, biographical, and autobiographical narratives that use specific settings, sensory details, dialogue, and tone to develop plot and characters.</p> <p>B.3.a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing. <b>W.9-10.3</b></p>				
<p><b>24.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>B.1.b. Analyze writing assignments in terms of purpose and audience to determine which strategies to use (e.g. writing a letter to the editor endorsing need for a dog park).</p> <p>B.1.c. Revise, refine, edit, and proofread own and others' writing, using appropriate tools (e.g. checklists, writing conferences, student-developed and professional rubrics or models), to find strengths and weaknesses and to seek strategies for improvement.</p> <p>B.3.b. Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence.</p> <p>B.3.c. Add important information and delete irrelevant information to more clearly establish a central idea.</p> <p>B.3.d. Rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and maintain consistent style, tone, and voice.</p> <p>B.3.e. Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing.</p> <p>B.4.d. Use resources and reference materials (e.g. dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone, and voice.</p> <p>B.4.e. Use formal, informal, standard, and technical language effectively to meet the needs of audience and purpose <b>W.9-10.4</b></p>				

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<p><b>25.</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 and audience.</p> <p>B.1.b. Analyze writing assignments in terms of purpose and audience to determine which strategies to use (e.g. writing a letter to the editor endorsing need for a dog park).</p> <p>B.1.c. Revise, refine, edit, and proofread own and others’ writing, using appropriate tools (e.g. checklists, writing conferences, student-developed and professional rubrics or models), to find strengths and weaknesses and to seek strategies for improvement.</p> <p>B.3.a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.</p> <p>B.3.c. Add important information and delete irrelevant information to more clearly establish a central idea.</p> <p>B.3.d. Rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and maintain consistent style, tone, and voice.</p> <p>B.4.a. Correct run-ons, fragments, and dangling and misplaced modifiers to improve clarity.</p> <p>B.4.b. Combine phrases and clauses to create simple, compound, complex, and compound-complex sentences to coordinate or subordinate meaning for effect.</p> <p>B.4.c. Use parallel structure to present items in a series and items juxtaposed for emphasis.</p> <p>B.4.d. Use resources and reference materials (e.g. dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone, and voice.</p> <p>B.4.e. Use formal, informal, standard, and technical language effectively to meet the needs of audience and purpose.</p> <p>B.4.f. Use strong action verbs, sensory details, vivid imagery, and precise words. <b>W.9-10.5</b></p>				
<p><b>30.</b> 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.</p> <p>B.1.b. Analyze writing assignments in terms of purpose and audience to determine which strategies to use (e.g. writing a letter to the editor endorsing need for a dog park).</p> <p>E.c. Use appropriate essay-test-taking and timed-writing strategies that address and analyze the question (prompt). <b>W.9-10.10</b></p>				
<p><b>31.</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.</p> <p>D.1.b. Identify and evaluate the effect of logical fallacies (e.g. overgeneralization, bandwagon) and the presence of biases and stereotypes in television and in print advertising, speeches, newspaper articles, and internet advertisements.</p> <p>D.1.d. Compare how different media forms (e.g. television news, news magazines, documentaries, online news sources) cover the same event.</p> <p><b>SL.9-10.2</b></p>				

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<p><b>32.</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.  D.1.b. Identify and evaluate the effect of logical fallacies (e.g. overgeneralization, bandwagon) and the presence of biases and stereotypes in television and in print advertising, speeches, newspaper articles, and internet advertisements.  D.1.d. Compare how different media forms (e.g. television news, news magazines, documentaries, online news sources) cover the same event. <b>SL.9-10.2</b></p>				
<p><b>34.</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that the listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.  D.2.a. Use elements of speech forms—introduction, transitions, body, and conclusion—including use of facts, literary quotations, anecdotes, and/or references to authoritative sources.  D.2.c. Give impromptu and planned presentations (e.g. debates, formal meetings) that stay on topic and/or adhere to prepared notes.  D.2.d. Write and deliver informational speeches that present a clear, distinctive perspective on the subject and support the controlling idea with well-chosen and well-organized facts and details from a variety of sources.  D.2.e. Write and deliver persuasive speeches that use logical, emotional, and ethical appeals; structured arguments; and relevant evidence from a variety of sources. <b>SL.9-10.4</b></p>				
<p><b>38.</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  B.4.b. Combine phrases and clauses to create simple, compound, complex, and compound-complex sentences to coordinate or subordinate meaning for effect.  B.4.c. Use parallel structure to present items in a series and items juxtaposed for emphasis.  B.4.e. Use formal, informal, standard, and technical language effectively to meet the needs of audience and purpose. <b>L.9 – 10.2</b></p>				
<p><b>40.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 9 reading and content, choosing flexibly from a range of strategies.  A.8.c. Use general and specialized dictionaries, thesauruses, and glossaries (print and electronic) to determine definition, pronunciation, derivation, spelling, and usage of words.  A.8.d. Use context clues (e.g. author’s restatement, example) to understand unfamiliar words in increasingly challenging texts.  A.8.e. Comprehend foreign words and phrases in texts that are commonly used in English  .A8.f. Define and identify common idioms and literary, classical, and biblical allusions (e. g. “He had the patience of Job.”) in increasingly challenging texts.</p>				

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<p>A.8.h. Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts.</p> <p>B.4.d. Use resources and reference materials (e.g. dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone, and voice.</p> <p>B.4.e. Use formal, informal, standard and technical language effectively to meet the needs of audience and purpose. <b>L.9 – 10.4</b></p>				
<p><b>42.</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.</p> <p>A.7.a. Read literary criticism to increase comprehension of increasingly challenging literary texts.</p> <p>B.4.d. Use resources and reference materials (e.g. dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone, and voice.</p> <p>B.4.e. Use formal, informal, standard, and technical language effectively to meet the needs of audience and purpose. <b>L.9 – 10.6</b></p>				