



# Grade 10

## Literacy Pacing and Planning Guide Reading, Writing, and Communicating 2012-2013

### Colorado English Language Proficiency (CELP) Standard: Language of Language Arts Grades 9 – 12 Can-Do Descriptors

Alignment to Colorado Standards Grade Level Expectations (GLE) Evidence Outcomes (EO)	Time Frame & Resource
<p><b>Standard 1: Oral Expression and Listening</b>  <b>Prepared Graduate Competency:</b> <a href="#">Demonstrate skill in inferential and evaluative listening</a>  <b>GLE 1.2.</b> Effectively operating in small and large groups to accomplish a goal requires active listening  <b>Evidence Outcomes:</b></p> <ul style="list-style-type: none"> <li>➤ <b>EO1.2a.</b> 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. (CCSS: SL.9-10.1)               <ul style="list-style-type: none"> <li>i. 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. (CCSS: SL.9-10.1a)</li> <li>ii. Support others in discussions, activities, and presentations through active listening</li> <li>iii. Listen actively in groups to accomplish a goal</li> <li>iv. Contribute effectively in both small and large groups to collaboratively accomplish a goal</li> <li>v. Choose specific words for intended effect on particular audiences</li> <li>vi. Facilitate (or lead) a group by developing an agenda designed to accomplish a specified goal</li> <li>vii. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (CCSS: SL.9-10.1b)</li> <li>viii. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (CCSS: SL.9-10.1c)</li> </ul> </li> <li>➤ <b>EO1.2b.</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (CCSS: SL.9-10.3)</li> </ul> <p><b>Standard 2: Reading for All Purposes</b>  <b>Radar Graph:</b>  <i>1a. Compare and contrast text with different themes or ideas.</i>  <i>1c. Analyze main ideas, supporting details, sequence of events or procedures, facts and opinions in literary, expository, and technical texts.</i>  <i>1d. Infer by making connections within and among texts.</i>  <i>1e. Summarize, synthesize, and evaluate literary, expository, and technical texts.</i>  <i>1f. Determine meanings of words, including those with multiple meanings, by using context clues (for example, synonyms, comparisons) and structural clues (for example, roots, suffixes, prefixes).</i>  <i>1g. Locate and recall information in text with different text structures (for example, cause and effect, problems/solution, or compare/contrast).</i>  <i>4a. Identify author's viewpoint, purpose, and historical/cultural context from information presented in the text.</i>  <i>4b. Use reading and writing to define a problem, evaluate options, and propose a solution.</i>  <i>4d. Analyze a variety of text (for example, editorials, political cartoons, advertisements, and essays) in order to make predictions and draw conclusions.</i>  <i>4f. Differentiate fact from opinion in a variety of text.</i>  <i>5a. Use organizational features of printed text (for example, prefaces, appendices, annotations, citations, and bibliographic references) to locate relevant information.</i>  <i>5b. Use organizational features of electronic text (for example, database keyword searches, Internet search engines and email addresses) to locate relevant information.</i>  <i>5c. Paraphrase, summarize, organize and synthesize information from a variety of sources.</i>  <i>5d. Evaluate information for specific needs, validity, credibility, and bias.</i></p>	<p style="text-align: center;"><b>3<sup>rd</sup> Quarter</b>  <b>January/February/March</b></p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Readers/Writers Workshop Quarterly Planning Guide – Grade 10, Quarter 3</a></li> <li>• <i>Real Time: Conversations in Context, 10</i> Pearson Learning Solutions Aurora Public Schools Custom Resource</li> <li>• Additional texts as appropriate to respond to the students in class</li> </ul> <p><b>Writing Rubrics:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">APS 4-10 Analytical Writing Rubric</a></li> <li>• <a href="#">APS 4-10 Holistic Writing Rubric</a></li> </ul>



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*5f. Locate meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources.*

*6a. Read and respond to classic and contemporary novels, poetry, plays, short stories, nonfiction, essays and speeches, from a variety of cultures and historical periods that are familiar and unfamiliar.*

*6b. Apply literary terminology and knowledge of literary techniques (including, but not limited to, rising action, style, mood, setting, protagonist, antagonist, point of view, foreshadowing, personification, or flashback) to understand text.*

*6c. Read a given text, identify the theme, and provide support from the text.*

**Prepared Graduate Competency:** [Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks](#)

**GLE 2.2.** The development of new ideas and concepts within informational and persuasive manuscripts

**Evidence Outcomes:**

- **EO2.2a.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)
- **EO2.2b.** Provide a response to text that expresses an insight (such as an author's perspective or the nature of conflict) or use text-based information to solve a problem not identified in the text (for example, use information from a variety of sources to provide a response to text that expresses an insight).
- **EO2.2c.** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. (CCSS: RI.9-10.7)
- **EO2.2d.** Compare the development of an idea or concept in multiple texts
- **EO2.2e.** 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). (CCSS: RI.9-10.4)
- **EO2.2f.** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. (CCSS: RI.9-10.9)
- **EO2.2g.** 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. (CCSS: RI.9-10.10)

**Prepared Graduate Competency:** [Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary](#)

**GLE 2.3.** Context, parts of speech, grammar, and word choice influence the understanding of literary, persuasive, and informational texts.

**Evidence Outcomes:**

- **EO2.3a.** 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. (CCSS: L.9-10.4)
  - i. 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. (CCSS: L.9-10.4a)
  - ii. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). (CCSS: L.9-10.4b)
  - iii. 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. (CCSS: L.9-10.4c)
  - iv. 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). (CCSS: L.9-10.4d)
- **EO2.3b.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.9-10.5)
  - i. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (CCSS: L.9-10.5a)



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- ii. Analyze nuances in the meaning of words with similar denotations. (CCSS: L.9-10.5b)
- **EO2.3c.** 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. (CCSS: L.9-10.6)

### **Standard 3: Writing & Composition**

#### **Radar Graph:**

- 2a. Write in a variety of genres including expository, technical, persuasive, narrative, and descriptive for specific purposes (for example, to synthesize, analyze, evaluate, explain, persuade, inform, and entertain).**
- 2b. Plan, draft, revise and edit for a final copy.**
- 2f. Organize writing so that it has an engaging introduction, logical and effective development of ideas, and a satisfying conclusion.**
- 2i. Use vivid and precise words (for example, active verbs and concrete nouns), imagery, and figurative language as appropriate to audience and purpose.**
- 3a. Edit for correct grammatical conventions.**
- 3b. Use standard English usage in writing, including subject/verb agreement, agreement of pronoun and its antecedent, parallel structure, and correct modifiers.**
- 3c. Write in complete sentences.**
- 3d. Punctuate correctly, including apostrophes, commas, semicolons, colons, and dashes.**
- 3e. Capitalize, paragraph, and spell correctly.**

**Prepared Graduate Competency:** [Master the techniques of effective informational, literary, and persuasive writing](#)

**GLE 3.2.** Organizational writing patterns inform or persuade an audience

#### **Evidence Outcomes:**

- **EO3.2a.** 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. (CCSS: W.9-10.2)
  - i. 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. (CCSS: W.9-10.2a)
  - ii. 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. (CCSS: W.9-10.2b)
  - iii. Choose and develop an effective appeal
  - iv. Collect, organize, and evaluate materials to support ideas
  - v. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS: W.9-10.2c)
  - vi. Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)
  - vii. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.9-10.2e)
  - viii. 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). (CCSS: W.9-10.2f)
  - ix. Revise writing by evaluating relationship of central idea, evidence, and organizational pattern
  - x. Explain how writers use organization and details to communicate their purposes
  - xi. Present writing to an authentic audience and gauge effect on audience for intended purpose

**Prepared Graduate Competency:** [Apply standard English conventions to effectively communicate with written language](#)

**GLE 3.3.** Grammar, language usage, mechanics, and clarity are the basis of ongoing refinements and revisions within the writing process.



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**Evidence Outcomes:**

- **EO3.3a.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)
  - i. Use parallel structure. (CCSS: L.9-10.1a)
  - ii. Distinguish between the active and passive voice, and write in the active voice
  - iii. 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. (CCSS: L.9-10.1b)
- **EO3.3b.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
  - i. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (CCSS: L.9-10.2a)
  - ii. Use a colon to introduce a list or quotation. (CCSS: L.9-10.2b)
- **EO3.3c.** 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. (CCSS: L.9-10.3)
  - i. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. (CCSS: L.9-10.3a)
- **EO3.3d.** 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 expectations 1-2 above.) (CCSS: W.9-10.4)
- **EO3.3e.** 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. (CCSS: W.9-10.5)
- **EO3.3f.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)

**Standard 4: Research and Reasoning**

**Prepared Graduate Competency:** [Use primary, secondary, and tertiary written sources to generate and answer research questions](#)

**GLE 4.1.** Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions

**Evidence Outcomes:**

- **EO4.1a.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.9-10.7)
- **EO4.1b.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS: W.9-10.8)
- **EO4.1c.** Formulate research questions that are clear and precise
- **EO4.1d.** Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness
- **EO4.1e.** Distinguish between types of evidence (e.g., expert testimony, analogies, anecdotes, statistics) and use a variety of types to support a particular research purpose
- **EO4.1f.** Use in-text parenthetical citations to document sources of quotations, paraphrases and information
- **EO4.1g.** Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.9-10.9)
  - i. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). (CCSS: W.9-10.9)
  - ii. Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is



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valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). (CCSS: W.9-10.9)

**Prepared Graduate Competency:** [Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues](#)

**GLE 4.2.** An author's reasoning is the essence of legitimate writing and requires evaluating text for validity and accuracy

**Evidence Outcomes:**

- **EO4.2a.** Analyze the logic (including assumptions and beliefs) and use of evidence (existing and missing information, primary sources, and secondary sources) used by two or more authors presenting similar or opposing arguments (such as articles by two political columnists that address the same issue)
- **EO4.2b.** Evaluate the accuracy of the information in a text, citing text-based evidence, author's use of expert authority, and author's credibility to defend the evaluation