# Tenth Grade Language Arts Pacing Guide

## 1st Quarter

<table>
<thead>
<tr>
<th>Days/Weeks</th>
<th>Content/Standard Statements</th>
<th>Curricular Resources</th>
<th>Fill in the Gaps</th>
</tr>
</thead>
</table>
| **20 days** | RL 1 - Cite strong and thorough textual evidence to support analysis of what the text explicitly as well as inferences drawn from the text.  
RL 2 - 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.  
RL 3 - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  
RL 4 - 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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).  
RL 5 - Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. | Curricular Resources will include, but are not limited to:  
- *Harrison Bergeron* (text)  
- *Everyday Use* (text)  
- *To Build a Fire* (text)  
- *Genres Workshop* pg. 4-11 (text)  
- *Analyzing Characters* pg. 176-181 (text)  
- *Active Reading* pg. 12-14 (text)  
- *The Bass, the River and Sheila Mant* (text) |  
- Genres workshop – note taking skills  
- Utilize “Lamb to the Slaughter” to teach RL 3, RL 5  
- Active reading – explain close reading and close notes  
- “Catch the Moon” used for further discussion on RL 2 |

---

RL – Reading: Literature  
RF – Reading: Foundational Skills  
SL – Speaking and Listening  
W – Writing  
L – Language

* - assessed on common assessment  

Page 1 of 8  
10/20/2013 updates
### Tenth Grade Language Arts Pacing Guide
#### 1st Quarter

<table>
<thead>
<tr>
<th>Days/ Weeks</th>
<th>Content/Standard Statements</th>
<th>Curricular Resources</th>
<th>Fill in the Gaps</th>
</tr>
</thead>
</table>
| 10 days     | RI 4 - 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). RI 5 - Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). | Curricular Resources will include, but are not limited to:  
- Genres Workshop pg. 4-11 (text)  
- Becoming an Active Reader pg. 12-14 (text)  
- Deep Survival (text)  
- The Johnstown Flood (text) |  
- Ain’t I a Woman by Sojourner Truth (handout)  
- Coming of Age article collection used for synthesis writing  
- Use political ads for visual rhetoric |

**Notes:**
- RI – Reading: Informational Text  
- RF – Reading: Foundational Skills  
- SL – Speaking and Listening  
- W – Writing  
- L – Language  

* - assessed on common assessment

---

10th grade ELA  
KRB
## Fremont City Schools

### Tenth Grade Language Arts Pacing Guide

#### 1st Quarter

<table>
<thead>
<tr>
<th>Days/ Weeks</th>
<th>Content/Standard Statements</th>
<th>Curricular Resources</th>
<th>Fill in the Gaps</th>
</tr>
</thead>
</table>
| 9 days      | **L 1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
 a. Use parallel structure.  
 b. 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 and presentations.  
 **L 2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
 a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses  
 b. Use a colon to introduce a list or quotation.  
 c. Spell correctly.  
 **L 4** - 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.  
 a. 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.  
 c. 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. | Curricular Resources will include, but are not limited to:  
 - Narrative Essay  
 - Harrison Bergeron  
 - To Build a Fire  
 - Various other Units of Study  
 - Warriner’s Grammar Handbook  
 - Glencoe Language Arts Grammar and Composition Handbook | • Practice 13: Discovering Correct Definitions p. 57-61 [Passing the Ohio Graduation Test in Reading]  
 • P. 219-235 Warriner’s for comma intervention  
 • P. 236-241 Warriner’s for semicolon and colon intervention  
 • Chapter 28 Warriner’s for dictionary intervention |

**RL** – Reading: Literature  
**RF** – Reading: Foundational Skills  
**SL** – Speaking and Listening  
**W** – Writing  
**L** – Language

* - assessed on common assessment

Page 3 of 8  
10/20/2013 updates

10th grade ELA  
KRB
<table>
<thead>
<tr>
<th>Days/ Weeks</th>
<th>Content/Standard Statements</th>
<th>Curricular Resources</th>
<th>Fill in the Gaps</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Days Con’t</td>
<td>d. 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).</td>
<td>Curricular Resources will include, but are not limited to:</td>
<td>Practice 8, P. 48-49 [Passing the OGT in Reading]</td>
</tr>
</tbody>
</table>
|             | L6(on going) - 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. | - Narrative Essay  
- Harrison Bergeron  
- To Build a Fire  
- Various other Units of Study  
- Warriner's Grammar Handbook  
- Glencoe Language Arts Grammar and Composition Handbook | |

**Tenth Grade Language Arts Pacing Guide**

1st Quarter

- RL – Reading: Literature
- RF – Reading: Foundational Skills
- SL – Reading: Speaking and Listening

* - assessed on common assessment

Page 4 of 8  
10/20/2013 updates
### Tenth Grade Language Arts Pacing Guide

#### 1st Quarter

<table>
<thead>
<tr>
<th>Days/ Weeks</th>
<th>Content/Standard Statements</th>
<th>Curricular Resources</th>
<th>Fill in the Gaps</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 days</td>
<td>W2 a, b, c, d, e, f</td>
<td>Curricular Resources will include, but are not limited to:</td>
<td></td>
</tr>
</tbody>
</table>
|             | 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. | • Essays  
  ○ Difficult Decision  
  ○ Prized Possession  
  ○ Narrative  
  ○ Comparison/Contrast of 2 different genres  
 | • Various Responses to Literature  
 | • Character/Literary Analysis  
 | • On-going timed writing prompts | • Buckle Down Writing  
 | | P. 20-25 and P. 70-75 : Writing Structures  
 | | P. 427-430 Warriner’r on narrative writing  
 | | P. 397-399 Warriner’s on compare/contrast essay writing  

**W2** a, b, c, d, e, f

- 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.

- 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.

- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

- Use precise language and domain-specific vocabulary to manage the complexity of the topic.

- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- 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).

---

**10th** grade ELA  
KRB
## Fremont City Schools

### Tenth Grade Language Arts Pacing Guide

#### 1st Quarter

<table>
<thead>
<tr>
<th>Days/Weeks</th>
<th>Content/Standard Statements</th>
<th>Curricular Resources</th>
<th>Fill in the Gaps</th>
</tr>
</thead>
</table>
| See prior page. | W3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  
   a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters create a smooth progression of experiences or events.  
   b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events and/or characters.  
   c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.  
   d. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.  
   e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.  
W 4 - 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 standards 1-3.)  
W10 (on going) - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  
SL1. Initiate and participate effectively in a range of collaborative | See prior page. | See prior page |

#### RL – Reading: Literature  
#### RI – Reading: Informational Text  
#### RF – Reading: Foundational Skills  
#### W – Writing  
#### SL – Speaking and Listening  
#### L – Language  

* - assessed on common assessment  

Page 6 of 8  
10/20/2013 updates
<table>
<thead>
<tr>
<th>Days/Weeks</th>
<th>Content/Standard Statements</th>
<th>Curricular Resources</th>
<th>Fill in the Gaps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. 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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentations of alternate views), clear goals and deadlines and individual roles as needed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. 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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Respond thoughtfully to diverse perspective, 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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RL – Reading: Literature
RF – Reading: Foundational Skills
SL – Speaking and Listening
RI – Reading: Informational Text
W – Writing
L – Language

* - assessed on common assessment

Page 7 of 8

10/20/2013 updates
<table>
<thead>
<tr>
<th>Days/Weeks</th>
<th>Content/Standard Statements</th>
<th>Curricular Resources</th>
<th>Fill in the Gaps</th>
</tr>
</thead>
</table>

RL – Reading: Literature  
RF – Reading: Foundational Skills  
SL – Speaking and Listening  
* - assessed on common assessment  

RI – Reading: Informational Text  
W – Writing  
L – Language  

Page 8 of 8  
10/20/2013 updates
<table>
<thead>
<tr>
<th>Days/ Weeks</th>
<th>Content/Standard Statements</th>
<th>Curricular Resources</th>
<th>Fill in the Gaps</th>
</tr>
</thead>
</table>
| 30 days     | RL 6- Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States drawing on a wide reading of world literature. | Curricular Resources will include, but are not limited to:  
  - A Glass of Milk |  
  - Various Poetry |

RL – Reading: Literature  
RF – Reading: Foundational Skills  
SL – Speaking and Listening  
W – Writing  
L – Language  

* - assessed on common assessment  
Page 1 of 6  
10/20/2013 updated
<table>
<thead>
<tr>
<th>Days/Weeks</th>
<th>Content/Standard Statements</th>
<th>Curricular Resources</th>
<th>Fill in the Gaps</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 Days Con't from page 1</td>
<td>RI 1 Cite strong and thorough textual evidence to support analysis of what text says explicitly as well as inferences drawn from the text.</td>
<td>Curricular Resources will include, but are not limited to:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RI 2 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.</td>
<td>• The Teacher Who Changed my Life</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RI 3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</td>
<td>• Hole in my Life</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RI 6 - Determine an 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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>RI 7 – 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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>RI 8 – claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>RI 9 – Analyze seminal US documents of historical and literary significance, including how they address related themes and concepts.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RL – Reading: Literature  
RF – Reading: Foundational Skills  
SL – Speaking and Listening  
W – Writing  
L – Language  

* - assessed on common assessment

Page 2 of 6  
10/20/2013 updated
## Tenth Grade Language Arts Pacing Guide

### 2nd Quarter

<table>
<thead>
<tr>
<th>Days/Weeks</th>
<th>Content/Standard Statements</th>
<th>Curricular Resources</th>
<th>Fill in the Gaps</th>
</tr>
</thead>
</table>
| 30 Days con’t from pages 1&2 | L 1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
   a. Use parallel structure.  
   b. 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 and presentations. | Curricular Resources will include, but are not limited to:  
   - Multiple Self-reflection prompts utilizing Hole in my Life  
   - Hole in my Life Vocabulary Packets/Activities | |

**RL** – Reading: Literature  
**RF** – Reading: Foundational Skills  
**SL** – Speaking and Listening  
**W** – Writing  
**L** – Language

* - assessed on common assessment

Page 3 of 6  
10/20/2013 updated
# Fremont City Schools

## Tenth Grade Language Arts Pacing Guide

### 2nd Quarter

<table>
<thead>
<tr>
<th>Days/ Weeks</th>
<th>Content/Standard Statements</th>
<th>Curricular Resources</th>
<th>Fill in the Gaps</th>
</tr>
</thead>
</table>
| 10 days     | W5 – 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.  
W 9 – Draw evidence from literary informational texts to support analysis, reflection and research. | P. 440 Warriner’s : Writing a preliminary thesis statement  
- Self-Reflection prompts from text  
- Essay on Theme Analysis  
- Literary Analysis Prompt | |

**RL** – Reading: Literature  
**RF** – Reading: Foundational Skills  
**SL** – Speaking and Listening  
**W** – Writing  
**L** – Language

* - assessed on common assessment  

Page 4 of 6  
10/20/2013 updated
# Tenth Grade Language Arts Pacing Guide

## 2nd Quarter

<table>
<thead>
<tr>
<th>Days/ Weeks</th>
<th>Content/Standard Statements</th>
<th>Curricular Resources</th>
<th>Fill in the Gaps</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Days</td>
<td>SL 1 - 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. SL 1c(on going) c. 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.</td>
<td>Various guest speakers as related to current topic, cross-curricular</td>
<td></td>
</tr>
</tbody>
</table>

* - assessed on common assessment

---

RL – Reading: Literature
RF – Reading: Foundational Skills
SL – Reading: Foundational Skills
SL – Speaking and Listening
RI – Reading: Informational Text
W – Writing
L – Language

Page 5 of 6 | 10/20/2013 updated
<table>
<thead>
<tr>
<th>Days/Weeks</th>
<th>Content/Standard Statements</th>
<th>Curricular Resources</th>
<th>Fill in the Gaps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Tenth Grade Language Arts Pacing Guide**

**2nd Quarter**

RL – Reading: Literature
RF – Reading: Foundational Skills
SL – Speaking and Listening

RI – Reading: Informational Text
W – Writing
L – Language

* - assessed on common assessment

Page 6 of 6 10/20/2013 updated
## Tenth Grade Language Arts Pacing Guide
### 3rd Quarter

<table>
<thead>
<tr>
<th>Days/Weeks</th>
<th>Content/Standard Statements</th>
<th>Curricular Resources</th>
<th>Fill in the Gaps</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 days</td>
<td></td>
<td></td>
<td>Curricular Resources will include, but are not limited to:</td>
</tr>
<tr>
<td></td>
<td>RL 1- Cite Strong and thorough textual evidence to support analysis of what the text explicitly as well as inferences drawn from the text.</td>
<td></td>
<td>• Taming of the Shrew Unit</td>
</tr>
<tr>
<td></td>
<td>RL 2- 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.</td>
<td></td>
<td>• Poetry Unit</td>
</tr>
<tr>
<td></td>
<td>RL 4- 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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</td>
<td></td>
<td>• Various poetry selections</td>
</tr>
<tr>
<td></td>
<td>RL 5- Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>RL 7- (before March Assessments) - Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>RL 9- 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).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Tenth Grade ELA**

KRB

---

10th grade ELA

KRB

10/20/2013 updated
<table>
<thead>
<tr>
<th>Days/ Weeks</th>
<th>Content/Standard Statements</th>
<th>Curricular Resources</th>
<th>Fill in the Gaps</th>
</tr>
</thead>
</table>
| 30 Days Con’t | L 4 a - 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.  
  a. 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.  
  b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).  
  c. 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.  

L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
  a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.  
  b. Analyze nuances in the meaning of words with similar denotations.  

Curricular Resources will include, but are not limited to:  
- Warriner’s English Grammar and Composition Complete Course  
- Various Shakespeare Handouts  
- Various Short Texts |
# Tenth Grade Language Arts Pacing Guide
## 3rd Quarter

<table>
<thead>
<tr>
<th>Days/Weeks</th>
<th>Content/Standard Statements</th>
<th>Curricular Resources</th>
<th>Fill in the Gaps</th>
</tr>
</thead>
</table>
| 10 days    | W 1 – Write arguments to support claims in an analysis of substantive essay.  
- a. Introduce precise claims, distinguish the claims from alternate or opposing claims and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.  
- b. Develop claims and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in manner that anticipates the audience’s knowledge, level and concern.  
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claims and counterclaims.  
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  
- e. Provide a concluding statement or section that follows from and supports the argument presented.  
W5 – 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.  
W 9 -Draw evidence from literary or informational texts to support analysis, reflection, and research.  
- a. 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 | Curricular Resources will include, but are not limited to:  
- Taming of the Shrew  
- Argumentative Writing |

<table>
<thead>
<tr>
<th>RL – Reading: Literature</th>
<th>RI – Reading: Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF – Reading: Foundational Skills</td>
<td>W – Writing</td>
</tr>
<tr>
<td>SL – Speaking and Listening</td>
<td>L – Language</td>
</tr>
</tbody>
</table>

* - assessed on common assessment

Page 3 of 4  
10/20/2013 updated
### Days/Weeks

<table>
<thead>
<tr>
<th>Days/Weeks</th>
<th>Content/Standard Statements</th>
<th>Curricular Resources</th>
<th>Fill in the Gaps</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 days</td>
<td>later author draws on a play by Shakespeare]”).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. 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 valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SL 3 – Evaluate a speaker’s point of view, reasoning an use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### OGT PREP

**RL** – Reading: Literature
**RF** – Reading: Foundational Skills
**SL** – Speaking and Listening

* - assessed on common assessment

**RI** – Reading: Informational Text
**W** – Writing
**L** – Language

Page 4 of 4

10/20/2013 updated
<table>
<thead>
<tr>
<th>Days/Weeks</th>
<th>Content/Standard Statements</th>
<th>Curricular Resources</th>
<th>Fill in the Gaps</th>
</tr>
</thead>
<tbody>
<tr>
<td>27 Days</td>
<td>RL 2 - 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.</td>
<td>Curricular Resources will include, but are not limited to:</td>
<td>• On the Rainy River by Tim O’Brien</td>
</tr>
<tr>
<td></td>
<td>RL 3 – Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</td>
<td>• Fallen Angels</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RL 5 - Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</td>
<td>• Various Vietnam poetry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RL 7 – Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musee des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>RL 10 – By the end of grade 9, read and comprehend literature, including stories, dramas and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Days/ Weeks</td>
<td>Content/Standard Statements</td>
<td>Curricular Resources</td>
<td>Fill in the Gaps</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------</td>
<td>----------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>8 Days</td>
<td>RI 1 Cite strong and thorough textual evidence to support analysis of what text says explicitly as well as inferences drawn from the text.</td>
<td>Curricular Resources will include, but are not limited to:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RI 2 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.</td>
<td>• Dear America: Letters Home from Vietnam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RI 3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</td>
<td>• Speech Before the National Legislative Conference September 29, 1967</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RI 4 - 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).</td>
<td>• Speech at Kansas State University March 18, 1968</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RI 6 - Determine an 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.</td>
<td>• The War Escalates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RI 7 – 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.</td>
<td>• Declaration of Independence from the Vietnam War</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RI 8 – claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</td>
<td>• Various Artwork from Vietnam Veterans</td>
<td></td>
</tr>
</tbody>
</table>

RL – Reading: Literature
RF – Reading: Foundational Skills
SL – Speaking and Listening
W – Writing
L – Language

* - assessed on common assessment

Page 2 of 11

10th grade ELA
KRB

10/20/2013 updated
<table>
<thead>
<tr>
<th>Days/Weeks</th>
<th>Content/Standard Statements</th>
<th>Curricular Resources</th>
<th>Fill in the Gaps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RI 9 – Analyze seminal US documents of historical and literary significance, including how they address related themes and concepts.</td>
<td>Curricular Resources will include, but are not limited to:</td>
<td></td>
</tr>
</tbody>
</table>
|            | L3 – 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. | • Multiple Self-reflection prompts utilizing *Fallen Angels*  
• *Fallen Angels* Vocabulary Packets/Activities  
• Research Paper Exercises | |
| 3 Days     | L3a – 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. | | |
|            | L 4 a - 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. | | |
|            | c. 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. | | |
|            | d. 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). | | |
|            | L6(on going) - 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. | | |

**RL** – Reading: Literature  
**RI** – Reading: Informational Text  
**RF** – Reading: Foundational Skills  
**W** – Writing  
**SL** – Speaking and Listening  
**L** – Language  

* - assessed on common assessment  

Page 3 of 11  
10/20/2013 updated
## Tenth Grade Language Arts Pacing Guide 4th Quarter

<table>
<thead>
<tr>
<th>Days/Weeks</th>
<th>Content/Standard Statements</th>
<th>Curricular Resources</th>
<th>Fill in the Gaps</th>
</tr>
</thead>
</table>
| 10 Days    | W5 – 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.  
W 7 - 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.  
W 8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searched 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. | Curricular Resources will include, but are not limited to:  
- Research paper | |

**RL – Reading: Literature**  
**RF – Reading: Foundational Skills**  
**SL – Speaking and Listening**  
**RL – Reading: Informational Text**  
**W – Writing**  
**L – Language**  

* - assessed on common assessment  

Page 4 of 11  
10/20/2013 updated
## Tenth Grade Language Arts Pacing Guide
### 4th Quarter

<table>
<thead>
<tr>
<th>Days/ Weeks</th>
<th>Content/Standard Statements</th>
<th>Curricular Resources</th>
<th>Fill in the Gaps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SL 2 – Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SL 4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience, and task.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SL 5 – Make strategic use of digital media (e.g., textual, graphical, audio, visual and interactive elements) in presentations to enhance understanding of finding, reasoning and evidence and to ass interest.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SL 6 – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessed on common assessment**

---

**RL** – Reading: Literature
**RF** – Reading: Foundational Skills
**SL** – Speaking and Listening
**RI** – Reading: Informational Text
**W** – Writing
**L** – Language

* - assessed on common assessment

Page 5 of 11

10/20/2013 updated

10th grade ELA
KRB
## ON GOING STANDARDS

**RL 2** - 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.

**RL 3** - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**RL 5** - Analyze how an author’s choices concerning how to structure a text, order events it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
## Fremont City Schools
### Tenth Grade Language Arts Pacing Guide
#### 4th Quarter

<table>
<thead>
<tr>
<th>Days/Weeks</th>
<th>Content/Standard Statements</th>
<th>Curricular Resources</th>
<th>Fill in the Gaps</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL 10 - By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9/10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9/10 text complexity band independently and proficiently.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RI 10 - By the end of grade 9, read and comprehends literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 4 - 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 standards 1-3.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W6 - 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.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RL – Reading: Literature
RF – Reading: Foundational Skills
SL – Speaking and Listening
RI – Reading: Informational Text
W – Writing
L – Language

* - assessed on common assessment

Page 7 of 11

10th grade ELA
KRB

10/20/2013 updated
### Tenth Grade Language Arts Pacing Guide
#### 4th Quarter

<table>
<thead>
<tr>
<th>Days/Weeks</th>
<th>Content/Standard Statements</th>
<th>Curricular Resources</th>
<th>Fill in the Gaps</th>
</tr>
</thead>
<tbody>
<tr>
<td>W 10</td>
<td>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L1</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Use parallel structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. 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 and presentations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L2</td>
<td>Demonstrate command of conventions of standard English capitalization, punctuation and spelling when writing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Use a colon to introduce a list or quotation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Spell correctly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L 4</td>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Use content (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position of function in a sentence) as a clue to the meaning of a word or phrase.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Identify and correctly use patterns of word changes that</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**RL** – Reading: Literature  
**RI** – Reading: Informational Text  
**RF** – Reading: Foundational Skills  
**W** – Writing  
**SL** – Speaking and Listening  
**L** – Language  

* - assessed on common assessment  

Page 8 of 11  

10/20/2013 updated
<table>
<thead>
<tr>
<th>Days/Weeks</th>
<th>Content/Standard Statements</th>
<th>Curricular Resources</th>
<th>Fill in the Gaps</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL – Reading: Literature</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RI – Reading: Informational Text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RF – Reading: Foundational Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W – Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL – Speaking and Listening</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L – Language</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* - assessed on common assessment

Page 9 of 11

10/20/2013 updated

L 6 – 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 ingathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SL 1 – Initiate and participate effectively in a range of collaborative discussions (one-on-one, in group and teacher-led) with diverse partners on grade 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. 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.

b. Work with peers to set rules for collegial discussions and decision-
### Tenth Grade Language Arts Pacing Guide
#### 4th Quarter

<table>
<thead>
<tr>
<th>Days/Weeks</th>
<th>Content/Standard Statements</th>
<th>Curricular Resources</th>
<th>Fill in the Gaps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. 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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. 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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **RL** – Reading: Literature
- **RF** – Reading: Foundational Skills
- **SL** – Speaking and Listening
- **RI** – Reading: Informational Text
- **W** – Writing
- **L** – Language

* - assessed on common assessment

Page 10 of 11

10/20/2013 updated
<table>
<thead>
<tr>
<th>Days/Weeks</th>
<th>Content/Standard Statements</th>
<th>Curricular Resources</th>
<th>Fill in the Gaps</th>
</tr>
</thead>
</table>

RL – Reading: Literature
RF – Reading: Foundational Skills
SL – Speaking and Listening

RI – Reading: Informational Text
W – Writing
L – Language

* - assessed on common assessment

Page 11 of 11  
10/20/2013 updated