



ELA
10th Grade
Scope



Priority Instructional Content

- Regular close reading of grade-level complex, anchor texts
- Sequences of text-specific questions and tasks to support close reading
- Systematic work with text-based vocabulary and syntax
- Frequent evidence based discussions about grade level anchor texts
- Regular evidence based writing about grade-level anchor texts
- Fluency practice with grade-level, anchor texts,
- Facilitate SEAD through close reading of complex texts
- Rationale and research

Time Frame	CA Common Core State Standards	Suggested Assessments	Suggested CAASPP Assessment*
Fall Semester, 1st Quarter Week 1 Aug. 18 - 21	SMART START		
Week 2 Aug. 24 - 28			
Week 3 Aug. 31 - Sept. 3			
Week 4 Sept. 8 - 11	Reading		
Week 5 Sept. 14 - 18	RL.9-10.1, RL.9-10.2, RL.9-10.4, RL.9-10.6, RL.9-10.10, RI.9-10.1, RI.9-10.2, RI.9-10.4,	IXL Diagnostic Start of Year Renaissance Assessment	

<p>Week 6 Sept. 21 - 25</p>	<p>RI.9-10.6, RI.9-10.10</p>		
<p>Week 7 Sept. 29 - Oct. 2</p>	<p>Writing</p> <p>W.9-10.1 or W.9-10.2, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.7, W.9-10.8, W.9-10-9</p>		
<p>Week 8 Oct. 5 - 9</p>	<p>Language</p> <p>L.9-10.1, L.9-10.3, L.9-10.4, L.9-10.5</p> <p>Speaking & Listening</p> <p>SL.9-10.1, SL.9-10.4</p>		

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Time Frame	CA Common Core State Standards	<i>Suggested Assessments</i>	<i>Suggested CAASPP Assessment*</i>
Fall Semester, 2nd Quarter Week 9 Oct. 12 - 16	Reading RL.9-10.1, RL.9-10.2, RL.9-10.4, RL.9-10.6, RL.9-10.10, RI.9-10.1, RI.9-10.2, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.8, RI.9-10.10 Writing W.9-10.1 or W.9-10.2, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.7, W.9-10.8, W.9-10.9 Language L.9-10.1, L.9-10.4, L.9-10.5 Speaking & Listening	Argumentative Essay or Explanatory Essay* and Speech/Presentation/Panel Discussion/Socratic Seminar/Debate	
Week 10 Oct. 19 - 2			IAB High School Revision
Week 11 Oct. 26 - 30			
Week 12 Nov. 2 - 6			
Week 13 Nov. 9 - 13			
Week 14			

Nov. 16 - 20	SL.9-10.1, SL.9-10.4		
Week 15 Thanksgiving Break			
Week 16 Nov. 30 - Dec. 4			
Week 17 Dec. 7 - 11		Argumentative Essay and Speech/Presentation/Panel Discussion/Socratic Seminar/Debate	
Week 18 Dec. 14 - 18			ICA Review data to identify 1-3 areas for FIABs
Winter Break			

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Time Frame	CA Common Core State Standards	<i>Suggested Assessments</i>	<i>Suggested CAASPP Assessment*</i>
Spring Semester, 3rd Quarter	<p>Reading</p> <p>RL.9-10.1, RL.9-10.2, RL.9-10.4, RL.9-10.6, RL.9-10.10,</p> <p>RI.9-10.1, RI.9-10.2, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.8, RI.9-10.10</p> <p>Writing</p> <p>W.9-10.2, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.7, W.9-10.8, W.9-10.9</p> <p>Language</p> <p>L.9-10.1, L.9-10.4, L.9-10.5</p> <p>Speaking & Listening</p>	Renaissance Midpoint Assessment	
Week 1 Jan. 11 - 15			
Week 2 Jan. 19 - 22			
Week 3 Jan. 25 - 29			
Week 4 Feb. 1 - 5			
Week 5 Feb. 8 - 12			
Week 6 Feb. 16 - 19			
Week 7 Feb. 22 - 26		Informative Essay and Speech/Presentation/Panel	

	SL.9-10.1, SL.9-10.4	Discussion/Socratic Seminar/Debate	
Week 8 Mar. 1 - 5			IAB High School Literary Text +Data Analysis
Week 9 Mar 8-12			
Week 10 March 15-19			

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Time Frame	CA Common Core State Standards	Suggested Assessments	Suggested CAASPP Assessment*	
Spring Semester, 4th Quarter Week 11 Mar. 22 - 26	Reading RL.9-10.1, RL.9-10.2, RL.9-10.4, RL.9-10.6, RL.9-10.10, RI.9-10.1, RI.9-10.2, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.8, RI.9-10.10 Writing W.9-10.1, W.9-10.3, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.7, W.9-10.8, W.9-10.9 Language L.9-10.1, L.9-10.5 Speaking & Listening			
Week 12 Spring Break				
Week 13 April 5 - 9				FIABs (1-3 blocks) based on ICA and Editing IAB
Week 14 April 12 - 16				
Week 15 April 19 - 23				
Week 16 April 26 - 30			Narrative Essay or Argumentative Essay* and Speech/Presentation/Panel Discussion/Socratic Seminar/Debate	

	SL.9-10.1, SL.9-10.4		
Week 17 May 3 - 7			
Week 18 May 10 - 14			
Week 19 May 17 - 21			SBAC
Week 20 May 24 - 28			SBAC
Week 21 June 1 - 4		Renaissance End of Year Assessment	
Week 22 June 7 - 10			



ELA
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Suggested Sequence



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Time Frame	Learning Targets	Units
Fall Semester, 1st Quarter Week 1 Aug. 18 - 21	Smart Start	Smart Start
Week 2 Aug. 24 - 28		
Week 3 Aug. 31 - Sept. 3		
Week 4 Sept. 8 - 11	Reading <ul style="list-style-type: none"> • I can cite evidence from a text, draw conclusions from it, and explain how it supports my claim, analysis, and/or ideas • I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact in the text to shape those ideas or themes • I can analyze how a writer's word choice shapes the meaning and tone of the text 	Collections: Collection 1 <i>Ourselves and Others</i>
Week 5 Sept. 14 - 18		

<p>Week 6 Sept. 21 - 25</p>	<ul style="list-style-type: none"> I can recognize an author’s point of view and purpose and analyze how it influences the content and style of the text 	<p>MyPerspectives: Unit 1 <i>Inside the Nightmare</i></p>
<p>Week 7 Sept. 29 - Oct. 2</p>	<p>Writing</p> <ul style="list-style-type: none"> In the support of the analysis of an important and relevant topic I can write a well-structured informative essay to examine a complex subject, using relevant evidence from a variety of texts to clarify my perspective 	
<p>Week 8 Oct. 5 - 9</p>	<ul style="list-style-type: none"> I can write an argument grounded in valid, logical, reasoning and pertinent evidence I can produce clear and coherent writing appropriate to task, purpose, and audience I fully engage in the writing process, producing multiple drafts to develop and strengthen my writing I can assess the credibility and accuracy of a variety of sources to determine relevant information to support my claim, analysis, and/or ideas <p>Language</p> <ul style="list-style-type: none"> I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience I can demonstrate an understanding of the intricacies of words and word relationships I can use multiple methods to determine or clarify the meanings of words and phrases <p>Speaking & Listening</p> <ul style="list-style-type: none"> I can effectively participate in conversations and discussions with a variety of peers I can present information with supporting evidence so that an audience can follow the reasoning, and the presentation is appropriate to the task, purpose, and audience 	<p>Springboard: Unit 1 <i>Cultural Conversations</i></p> <p>StudySync: Unit 1: <i>Destiny</i></p>

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Time Frame	Learning Targets	Units
<p>Fall Semester, 2nd Quarter Week 9 Oct. 12 - 16</p>	<p>Reading</p> <ul style="list-style-type: none"> ● I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact in the text to shape those ideas or themes ● I can analyze how a writer’s word choice shapes the meaning and tone of the text ● I can analyze how a writer uses syntax and text structure to develop their claims, themes, and/or ideas ● I can recognize an author’s point of view and purpose and analyze how it influences the content and style of the text ● I can evaluate an argument and assess the validity, relevance, and sufficiency of the evidence presented ● I can analyze and compare how different authors approach similar themes or topics <p>Writing</p> <ul style="list-style-type: none"> ● In the support of the analysis of an important and relevant topic, I can write an argument grounded in valid, logical, reasoning and pertinent evidence or ● I can write a well-structured informative essay to examine a complex subject, using relevant evidence from a variety of texts to clarify my perspective ● I can produce clear and coherent writing appropriate to task, purpose, and audience ● I fully engage in the writing process, producing multiple drafts to develop and strengthen my writing ● I can assess the credibility and accuracy of a variety of sources to determine relevant information to support my claim, analysis, and/or ideas 	<p>Collections: Collection 2 <i>The Natural World</i></p> <p>MyPerspectives: Unit II <i>Outsiders and Outcasts</i></p> <p>Springboard: Unit 2 <i>Cultural Perspectives</i></p> <p>StudySync: <i>Taking a Stand</i></p>
<p>Week 10 Oct. 19 - 2</p>		
<p>Week 11 Oct. 26 - 30</p>		
<p>Week 12 Nov. 2 - 6</p>		
<p>Week 13 Nov. 9 - 13</p>		
<p>Week 14 Nov. 16 - 20</p>		
<p>Week 15 Thanksgiving</p>		

Break	<p>Language</p> <ul style="list-style-type: none"> • I can demonstrate an understanding of the intricacies of words and word relationships • I can use multiple methods to determine or clarify the meanings of words and phrases <p>Speaking & Listening</p> <ul style="list-style-type: none"> • I can effectively participate in conversations and discussions with a variety of peers • I can evaluate information presented in a variety of media and formats to be able to strategically integrate digital media in a presentation to further support the audience's understanding 	
Week 16 Nov. 30 - Dec. 4		
Week 17 Dec. 7 - 11		
Week 18 Dec. 14 - 18		
Winter Break		

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Time Frame	Learning Targets	Units
Spring Semester, 3rd Quarter Week 1 Jan. 11 - 15	Reading <ul style="list-style-type: none"> ● I can cite evidence from a text, draw conclusions from it, and explain how it supports my claim, analysis, and/or ideas ● I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact in the text to shape those ideas or themes ● I can analyze how a writer’s word choice shapes the meaning and tone of the text ● I can analyze how a writer uses syntax and text structure to develop their claims, themes, and/or ideas ● I can recognize an author’s point of view and purpose and analyze how it influences the content and style of the text I can analyze and compare how different authors approach similar themes or topics Writing <ul style="list-style-type: none"> ● I can write a well-structured informative essay to examine a complex subject, using relevant evidence from a variety of texts to clarify my perspective ● I can produce clear and coherent writing appropriate to task, purpose, and audience ● I can assess the credibility and accuracy of a variety of sources to determine relevant information to support my claim analysis, and/or ideas ● I can conduct research that is grounded in a self-generated question that propels me to explore and synthesize multiple sources to demonstrate my understanding of the topic Language <ul style="list-style-type: none"> ● I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience 	Collections: Collection 3 <i>Response to Change</i> and Collection 4 <i>How We See Things</i> MyPerspectives: Unit 3 <i>Expanding Freedom’s March and</i> Unit 4 <i>All That Glitters</i> Springboard: Unit 3 <i>Cultures in Conflict</i> and Unit 4
Week 2 Jan. 19 - 22		
Week 3 Jan. 25 - 29		
Week 4 Feb. 1 - 5		
Week 5 Feb. 8 - 12		
Week 6 Feb. 16 - 19		
Week 7		

Feb. 22 - 26	<ul style="list-style-type: none"> I can demonstrate an understanding of the intricacies of words and word relationships I can use multiple methods to determine or clarify the meanings of words and phrase <p>Speaking & Listening</p> <ul style="list-style-type: none"> I can present information with supporting evidence so that an audience can follow the reasoning, and the presentation is appropriate to the task, purpose, and audience I can evaluate information presented in a variety of media and formats to be able to strategically integrate digital media in a presentation to further support the audience's understanding 	<i>Dramatic Justice</i> StudySync: <i>Technical Difficulties</i>
Week 8 Mar. 1 - 5		
Week 9 Mar 8-12		
Week 10 March 15-19		

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Time Frame	Learning Targets	Units
Spring Semester, 4th Quarter Week 11 Mar. 22 - 26	<p>Reading</p> <ul style="list-style-type: none"> • I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact in the text to shape those ideas or themes • I can analyze how a writer’s word choice shapes the meaning and tone of the text • I can analyze how a writer uses syntax and text structure to develop their claims, themes, and/or ideas • I can recognize an author’s point of view and purpose and analyze how it influences the content and style of the text • I can analyze and compare how different authors approach similar themes or topics <p>Writing</p> <ul style="list-style-type: none"> • I can write a narrative (fiction or nonfiction) with effective description, well-chosen details, and well-structured event sequences or • In the support of the analysis of an important and relevant topic, I can write an argument grounded in valid, logical, reasoning and pertinent evidence • I can organize my ideas for clarity and cohesion, using appropriate transitions • I can produce clear and coherent writing appropriate to task, purpose, and audience • I fully engage in the writing process, producing multiple drafts, to develop and strengthen my writing <p>Language</p> <ul style="list-style-type: none"> • I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience • I can demonstrate an understanding of the intricacies of words and word relationships. <p>Speaking & Listening</p>	<p>Collections: Collection 5 <i>Absolute Power</i> and Collection 6 <i>Hard-won Liberty</i></p> <p>MyPerspectives: Unit 5 <i>Virtue and Vengeance</i> and Unit 6 <i>Blindness and Sight</i></p> <p>Springboard: Unit 5 <i>Building Cultural Bridges</i></p> <p>StudySync: <i>The</i></p>
Week 12 Spring Break		
Week 13 April 5 - 9		
Week 14 April 12 - 16		
Week 15 April 19 - 23		
Week 16 April 26 - 30		
Week 17		

May 3 - 7	<ul style="list-style-type: none"> • I can effectively participate in conversations and discussions with a variety of peers • I can present information with supporting evidence so that an audience can follow the reasoning, and the presentation is appropriate to the task, purpose, and audience 	<i>Human Connection</i>
Week 18 May 10 - 14		
Week 19 May 17 - 21		
Week 20 May 24 - 28		
Week 21 June 1 - 4		
Week 22 June 7 - 10		

- Units do not correspond precisely with the grading periods. Most of the unit should be completed in the grading period noted.
- Do not assess standards with IABs until they have been taught.

* Essay type depends on textbook used.