

**Chariho Regional School District  
Grade 10 - English Language Arts**

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**Grade 10, Unit 1**  
***The Power of Communication***  
**Overview**

**Number of Instructional Days:** 20

**Essential Question:** Why do words matter?

**Genre Focus:** Fiction

**Extended Writing:** Literary Analysis Essay

A picture might be worth a thousand words, but clear communication often depends on the exchange and understanding of words. Non-verbal forms of expression, such as dance, painting, photography or music, can convey strong emotions and abstract themes, but most people must rely on words to tell a story, share information, or present an argument.

Why do words matter? What effect do words have on our daily lives? How challenging is it to choose the right words? What happens when we use inappropriate words or say the wrong thing? In this unit, students will think about the theme and essential question as they focus on the literary periods of modernist and postmodernist literature, analyzing fictional excerpts, short stories and speeches that allow students to read across genres and experience seminal argumentative texts that deeply influenced the course of history.

Students will begin this unit as readers and will finish as writers, as they apply what they have learned about the elements of fiction and effective analytical writing to their own literary analysis writing projects.

**Essential Skills**

**Reading Skills**

- Annotation
- Context Clues
- Monitoring Comprehension
- Textual Evidence
- Character
- Allusion
- Theme
- Compare and Contrast
- Point of View
- Primary and Secondary Sources
- Arguments and Claims
- Analyzing Modernist and Postmodernist Literature
- Author's Purpose and Point of View
- Language, Style, and Audience
- Compare and Contrast

**Writing Skills**

- Text Dependent Responses
- Short Constructed Responses

- Personal Response
- Peer Review
- Organizing Argumentative Writing
- Thesis Statement
- Reasons and Relevant Evidence
- Introductions
- Transitions
- Conclusions
- Style
- Literary Analysis Writing Process: Plan
- Literary Analysis Writing Process: Draft
- Literary Analysis Writing Process: Revise
- Literary Analysis Writing Process: Edit and Publish

**Language**

- Basic Spelling Rules 1
- Independent and Dependent Clauses
- Semicolons

**Speaking and Listening**

- Collaborative Conversation

## Written Curriculum

### **Standards that are the *Focus (StudySync - Instruction and Practice/Application)* in the Unit of Study:**

*Click on the standard to view the standards progression.*

[RL.9-10.1](#) - Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.

[RL.9-10.2](#) - 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 a text.

[RL.9-10.3](#) - 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.9-10.4](#) - Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning. See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.

[RL.9-10.6](#) - Analyze a case in which a character’s point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.

[RL.9-10.9](#) - 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).

[RL.9-10.10](#) - Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

[RI.9-10.4](#) - Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author’s word choice varies from one part of a text to another).

[RI.9-10.6](#) - 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.

[RI.9-10.9](#) - Analyze seminal documents of historical and literary significance (e.g., Washington’s Farewell Address, Lincoln’s Second Inaugural and Gettysburg Addresses, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

[W.9-10.2](#) - Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

[W.9-10.2.a](#) - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

[W.9-10.2.b](#) - 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.

[W.9-10.2.c](#) - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

[W.9-10.2.d](#) - Use precise language and domain-specific vocabulary to manage the complexity of the topic.

[W.9-10.2.e](#) - Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

[W.9-10.2.f](#) - 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).

[W.9-10.4](#) - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[W.9-10.5](#) - 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.9-10.5a](#) - Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).

[W.9-10.5.b](#) - Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).

[W.9-10.9](#) - Draw evidence from literary or informational texts to support analysis, reflection, and research.

[W.9-10.9.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 later author draws on a play by

Shakespeare]").

[W.9-10.10](#) 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.

[SL.9-10.1](#) - 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.9-10.1.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.

[SL.9-10.1.b](#) - Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

[SL.9-10.1.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.

[SL.9-10.1.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.

[L.9-10.2](#) - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[L.9-10.2.a](#) - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

[L.9-10.2.b](#) - Use a colon to introduce a list or quotation.

[L.9-10.2.c](#) - Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).

[L.9-10.4](#) - 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.

[L.9-10.4.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.

**Standards that Reinforce (*StudySync - Practice/Application only*) the Unit of Study Standards:**  
[Click on the standard to view the standards progression.](#)

[RI.9-10.1](#) - Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.

[RL.9-10.2](#) - 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 a text.

[RI.9-10.10](#) - Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

[W.9-10.9](#) - Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.

[SL.9-10.2](#) - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

[L.9-10.4](#) - 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.

[L.9-10.4.b](#) - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

[L.9-10.4.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.

[L.9-10.5](#) - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[L.9-10.5.b](#) - Analyze nuances in the meaning of words with similar denotations.

## Grade 10, Unit 2

### *Moving Forward*

#### Overview

**Number of Instructional Days:** 20

**Essential Question:** How does culture influence your goals?

**Genre Focus:** Ancient and Classical Literature, Argumentative

**Extended Writing:** Response to Informational Text

The most exciting stories are the ones with plots that keep moving forward. Readers eagerly turn the pages in order to find out what happens next. Like a good story, history also moves forward. Yet, as individuals and as members of various cultural groups, we often look at the past in order to figure out where we came from and what led us to the place where we are now. The past influences how we move forward as individuals, as a community, and as a culture.

How does culture influence our goals? What do readers learn by reading about past and present struggles? What do these stories teach us about ourselves and the impact our culture has on our lives and

our goals? In this unit, students will think about the theme and essential question as they focus on the literary period of ancient and classical literature, analyzing poetry, speeches, poetry and short stories to encourage students to think about how history and culture imprint each new generation.

Students will begin this unit as readers, and they will finish as writers, as they apply what they have learned about this theme to their own informational writing projects.

## Essential Content and Skills

### Reading Skills

- Context Clues
- Informational Text Structure
- Summarizing
- Poetic Elements and Structure
- Media
- Textual Evidence
- Central or Main Idea
- Reasons and Evidence
- Logical Fallacies
- Word Meaning

- Conclusions
- Style
- Informative Writing Process: Plan
- Informative Writing Process: Draft
- Informative Writing Process: Revise
- Informative Writing Process: Edit and Publish

### Writing Skills

- Organizing Informative Writing
- Thesis Statement
- Supporting Details
- Introductions
- Transitions
- Precise Language

### Language

- Parallel Structure
- Prepositions and Prepositional Phrases
- Colons

### Speaking and Listening

- Reasons and Evidence

## Written Curriculum

**Standards that are the *Focus (StudySync - Instruction and Practice/Application)* in the Unit of Study:**

*Click on the standard to view the standards progression.*

[RL.9-10.5](#) - 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.

[RL.9-10.7](#) - Analyze a critical response to a work or body of literature (e.g., author documentary, book review); provide a summary of the argument presented and evaluate the strength of the evidence supporting it.

[RL.9-10.10](#) - Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

[RI.9-10.1](#) - Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.

[RI.9-10.2](#) - 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 a text.

[RI.9-10.4](#) - Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another).

[RI.9-10.5](#) - 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).

[RI.9-10.8](#) - 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 or incomplete truths and fallacious reasoning.

[RI.9-10.10](#) - Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

[W.9-10.2](#) - Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

[W.9-10.2.a](#) - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

[W.9-10.2.b](#) - 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.

[W.9-10.2.c](#) - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

[W.9-10.2.d](#) - Use precise language and domain-specific vocabulary to manage the complexity of the topic.

[W.9-10.2.e](#) - Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

[W.9-10.2.f](#) - 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).

[W.9-10.4](#) - 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 above.)

[W.9-10.5](#) - 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.9-10.6](#) - Use technology, including current web-based communication platforms, 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.

[L.9-10.1](#) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

[L.9-10.1.a](#) - Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.

[L.9-10.1.b](#) - Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

[L.9-10.2](#) - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[L.9-10.2.b](#) - Use a colon to introduce a list or quotation.

[L.9-10.4](#) - 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.

[L.9-10.4.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.

[L.9-10.4.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.

[L.9-10.4.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).

[L.9-10.6](#) - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.

[SL.9-10.3](#) - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**Standards that *Reinforce (StudySync - Practice/Application only) the Unit of Study Standards:***  
[Click on the standard to view the standards progression.](#)

[RL.9-10.1](#) - Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.

[RL.9-10.2](#) - 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 a text.

[RL.9-10.3](#) - 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.9-10.4](#) - Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning.

[RL.9-10.6](#) - Analyze a case in which a character's point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.

[RL.9-10.9](#) - 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).

[RI.9-10.3](#) - Analyze how an 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 presence or absence of connections between them.

[RI.9-10.6](#) - 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.

[RI.9-10.9](#) - Analyze seminal documents of historical and literary significance (e.g., Washington's Farewell Address, Lincoln's Second Inaugural and Gettysburg Addresses, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

[W.9-10.1](#) - Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[W.9-10.1a](#) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

[W.9-10.1a](#) - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

[W.9-10.9](#) - Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.

[W.9-10.10](#) - 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.

[L.9-10.2](#) - Demonstrate command of the conventions of standard English capitalization, punctuation, and

spelling when writing.

[L.9-10.2.a](#) - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

[L.9-10.4](#) - 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.

[L.9-10.4.b](#) - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

[SL.9-10.1](#) - 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.9-10.1.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.

[SL.9-10.1.b](#) - Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

[SL.9-10.1.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.

[SL.9-10.1.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.

[SL.9-10.2](#) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

[SL.9-10.6](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Grade 10, Unit 3**  
***The Persistence of Memories***  
**Overview**

**Number of Instructional Days:** 20

**Essential Question:** How does the past impact the future?

**Genre Focus:** Surrealism, Informational

**Extended Writing:** Narrative

In childhood, each new day seems like a brand new experience. At some point, however, we mature enough to realize that the past not only exists but also has a hold on us. The past also has

something to teach us. Exploring the past helps us make wiser choices as we move forward in our lives.

How does a person’s childhood shape the adult he or she becomes? What can we learn about ourselves by recollecting our memories and childhood dreams? Can we avoid certain mistakes in the future by learning about the past? Students will think about the unit’s theme and essential question as they focus on the literary period of surrealism, analyzing informational texts and poetry to provide them with an opportunity to read across genres and consider how past experiences affect one’s ability to exist in the world.

Students will begin this unit as readers, and they will finish as writers, as they apply what they have learned about literary elements to their own narrative writing projects.

### Essential Content and Skills

#### Reading Skills

- Informational Text Structure
- Figurative Language
- Language, Style, and Audience
- Connotation and Denotation
- Media
- Poetic Elements and Structure
- Central or Main
- Summarizing
- Technical Language
- Character
- Story Structure

#### Writing Skills

- Organizing Narrative Writing
- Story Beginnings

- Narrative Techniques
- Transitions
- Descriptive Details
- Conclusions
- Narrative Writing Process: Plan
- Narrative Writing Process: Draft
- Narrative Writing Process: Revise
- Narrative Writing Process: Edit and Publish

#### Language

- Participles and Participial Phrases
- Verb Phrases
- Noun Clauses
- Basic Spelling Rules II

#### Speaking and Listening

- Media

### Written Curriculum

**Standards that are the *Focus (StudySync - Instruction and Practice/Application)* in the Unit of Study:**  
*[Click on the standard to view the standards progression.](#)*

[RL.9-10.3](#) - 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.9-10.4](#) - Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning.

[RL.9-10.5](#) - 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.

[RL.9-10.7](#) - Analyze a critical response to a work or body of literature (e.g., author documentary, book review); provide a summary of the argument presented and evaluate the strength of the evidence supporting it.

[RI.9-10.2](#) - 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 a text.

[RI.9-10.4](#) - Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another).

[RI.9-10.5](#) - 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).

[RI.9-10.7](#) - 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 or deemphasized in each account.

[W.9-10.3](#) - Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

[W.9-10.3.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 an appropriate progression of experiences or events.

[W.9-10.3.b](#) - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

[W.9-10.3.c](#) - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

[W.9-10.3.d](#) - Use precise words and phrases, telling details, and figurative and sensory language to describe settings and characters and establish mood and tone.

[W.9-10.3.e](#) - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

[W.9-10.4](#) - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[W.9-10.5](#) - 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.9-10.5.a](#) - Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).

[W.9-10.5.b](#) - Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).

[L.9-10.1](#) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

[L.9-10.1.b](#) - Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

[L.9-10.2](#) - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[L.9-10.2.c](#) - Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).

[L.9-10.5](#) - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[L.9-10.5.a](#) - Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

[L.9-10.5.b](#) - Analyze nuances in the meaning of words with similar denotations.

[L.9-10.6](#) - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.

[SL.9-10.2](#) - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

**Standards that Reinforce (*StudySync - Practice/Application only*) the Unit of Study Standards:**  
*Click on the standard to view the standards progression.*

[RL.9-10.1](#) - Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.

[RL.9-10.2](#) - 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 a text.

[RL.9-10.6](#) - Analyze a case in which a character's point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.

[RL.9-10.9](#) - 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).

[RL.9-10.10](#) - Independently and proficiently read and comprehend literary texts representing a variety of

genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

[RI.9-10.1](#) - Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.

[RI.9-10.3](#) - Analyze how an 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 presence or absence of connections between them.

[RI.9-10.6](#) - 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.

[RI.9-10.10](#) - Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

[W.9-10.1](#) - Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[W.9-10.1.a](#) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

[W.9-10.6](#) - Use technology, including current web-based communication platforms, 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.

[W.9-10.9](#) - Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.

[W.9-10.10](#) - 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.

[L.9-10.1](#) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

[L.9-10.1.a](#) - Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.

[L.9-10.1.b](#) - Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

[L.9-10.1.c](#) - Use parallel structure as a technique for creating coherence in sentences, paragraphs, and larger pieces of writing.

[L.9-10.2](#) - Demonstrate command of the conventions of standard English capitalization, punctuation, and

spelling when writing.

[L.9-10.2.a](#) - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

[L.9-10.4](#) - 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.

[L.9-10.4.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.

[L.9-10.4.b](#) - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

[L.9-10.4.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.

[L.9-10.4.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).

[SL.9-10.1](#) - 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.9-10.1.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.

[SL.9-10.1.b](#) - Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

[SL.9-10.1.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.

[SL.9-10.1.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.

[SL.9-10.3](#) - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[SL.9-10.6](#) - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Grade 10, Unit 4**  
***The Ties That Bind***

**Overview**

**Number of Instructional Days:** 20

**Essential Question:** What brings us back to one another?

**Genre Focus:** The Renaissance, Drama

**Extended Writing:** Argumentative

Everybody has ties that bind. We are bound to our families, friends, communities, and homelands, often by grand feelings such as love and loyalty and sometimes by dark ones such as shared hardship and fear. Because having ties to people and places is a universal experience, audiences have for centuries been drawn to stories about characters who stand up to or stand up for the people and places close to their hearts.

Why do people have strong feelings about the groups to which they belong? What do we as readers learn by reading and watching stories about people who struggle to define themselves apart from their communities or who want desperately to blend in? What do these stories teach us about how the world works? In this unit, students will think about the theme and essential question as they focus on the Renaissance literary period, analyzing dramatic excerpts and poetry, and will also read nonfiction texts to encourage students to think about real-life issues as they read across genres.

Students will begin this unit as readers, and they will finish as writers, as they apply what they have learned about this theme to their own researched argument essay.

**Essential Content and Skills**

**Reading Skills**

- Character
- Summarizing
- Media
- Dramatic Elements and Structure
- Figurative Language
- Point of View
- Author's Purpose and Point of View
- Informational Text Elements
- Connotation and Denotation
- Story Structure

**Writing Skills**

- Evaluating Sources
- Sources and Citations
- Argument Writing Process: Plan
- Argument Writing Process: Draft
- Argument Writing Process: Revise

- Argument Writing Process: Edit

**Language**

- Noun Phrases
- Absolute Phrases
- Adjectival and Adverbial Phrases

**Speaking and Listening**

- Evaluating Sources
- Organizing an Oral Presentation
- Considering Audience and Purpose
- Communicating Ideas
- Reasons and Evidence
- Engaging in Discourse
- Oral Presentation Process: Plan
- Oral Presentation Process: Draft
- Oral Presentation Process: Revise
- Oral Presentation Process: Edit and Present

## Written Curriculum

**Standards that are the *Focus (StudySync - Instruction and Practice/Application)* in the Unit of Study:**  
*Click on the standard to view the standards progression.*

[RL.9-10.2](#) - 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 a text.

[RL.9-10.3](#) - 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.9-10.4](#) - Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning.

[RL.9-10.5](#) - 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.

[RL.9-10.6](#) - Analyze a case in which a character's point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.

[RL.9-10.7](#) - Analyze a critical response to a work or body of literature (e.g., author documentary, book review); provide a summary of the argument presented and evaluate the strength of the evidence supporting it.

[RI.9-10.3](#) - Analyze how an 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 presence or absence of connections between them.

[RI.9-10.4](#) - Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another).

[RI.9-10.6](#) - 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.

[RI.9-10.7](#) - 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 or deemphasized in each account.

[W.9-10.1](#) - Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[W.9-10.1.a](#) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

[W.9-10.1.b](#) - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

[W.9-10.1.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 claim(s) and counterclaims.

[W.9-10.1.d](#) - Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

[W.9-10.1.e](#) - Provide a concluding statement or section that follows from and supports the argument presented.

[W.9-10.4](#) - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[W.9-10.5](#) - 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.9-10.5.a](#) - Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).

[W.9-10.5.b](#) - Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).

[W.9-10.7](#) - Gather relevant information from multiple 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; avoid plagiarism and follow a standard format for citation.

[W.9-10.8](#) - When conducting research, 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.

[W.9-10.10](#) - 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.

[L.9-10.1](#) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

[L.9-10.1.b](#) - Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

[L.9-10.3](#) - 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.

[L. 9-10. 3.a](#) - Write and edit work so that it conforms to the guidelines in a style manual (MLA Handbook) appropriate for the discipline and writing type.

[L.9-10.4](#) - 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.

[L.9-10.4.b](#) - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

[L.9-10.4.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.

[L.9-10.4.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).

[L.9-10.5](#) - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[L.9-10.5.b](#) - Analyze nuances in the meaning of words with similar denotations.

[L.9-10.6](#) - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.

[SL.9-10.2](#) - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

[SL.9-10.3](#) - Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[SL.9-10.4](#) - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task.

[SL.9-10.5](#) - Make strategic use of digital media (e.g., audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

[SL.9-10.6](#) - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Standards that Reinforce (*StudySync - Practice/Application only*) the Unit of Study Standards:**  
[Click on the standard to view the standards progression.](#)

[RL.9-10.1](#) - Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.

[RI.9-10.1](#) - Cite strong and thorough textual evidence to support analysis of what a text states explicitly as

well as inferences drawn from the text.

[RI.9-10.10](#) - Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

[W.9-10.2](#) - Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

[W.9-10.2.b](#) - 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.

[W.9-10.3](#) - Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

[W.9-10.3.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 an appropriate progression of experiences or events.

[W.9-10.3.d](#) - Use precise words and phrases, telling details, and figurative and sensory language to describe settings and characters and establish mood and tone.

[W.9-10.6](#) - Use technology, including current web-based communication platforms, 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.

[W.9-10.9](#) - Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.

[L.9-10.4](#) - 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.

[L.9-10.4.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.

[SL.9-10.1](#) - 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.9-10.1.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.

[SL.9-10.1.b](#) - Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

[SL.9-10.1.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.

[SL.9-10.1.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.