



English 10

Short Stories & Reading Skills

Standards

RL.9-10.2; RL.9-10.3; RL.9-10.12

Resources

Competencies

A successful student can provide an objective summary and analyze documents of literary significance including how the text addresses related themes and concepts and how it interacts and builds on one another to produce a complex account.

I can

- I can analyze elements of plot as they relate to the meaning of a text.
- I can determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Vocab

Content: irony, limited point of view, omniscient point of view,
Academic: Analyze, Summarize, Cite Evidence



English 10

Independent Reading

Standards

RL.9-10.1; W.9-10.4; W.9-10.5

Resources

Students choose texts - school library

Competencies

A successful student can provide an objective summary and analyze documents of historical and literary significance including how the text addresses related themes and concepts and how it interacts and builds on one another to produce a complex account.

I can

- I can understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.

Vocab

Content:

Academic: Infer, Connect, Analyze



English 10

A Raisin in the Sun

Standards

RI.9-10.7; RI.9-10.1; RI.9-10.11

Resources

A Raisin in the Sun

Competencies

Respond thoughtfully to diverse perspectives. Gather relevant information from multiple print and digital sources.

I can

- I can interpret meaning from a variety of texts on their own.

Vocab

Content:

Academic: Make Observations, Draw Conclusions, Connect



English 10

Nonfiction Text Types

Standards

RI.9-10.2; RI.9-10.6; W.9-10.4

Resources

Competencies

A successful student can write informative and argumentative texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content in order to summarize, advocate and/or solve problems.

I can

- I can read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Vocab

Content: anecdote; author's bias; expressive writing;

Academic: Create, Analyze, Infer, Draw Conclusions, Cite Evidence



English 10

Nonfiction Independent Reading

Standards

RI.9-10.4; RI.9-10.11; W.9-10.4

Resources

Students choose texts - school library

Competencies

A successful student can write informative and argumentative texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content in order to summarize, advocate and/or solve problems. Determine what additional information or research is required to deepen the investigation or complete the task.

I can

- I can extract meaning and purpose from informational text by analyzing its structure and organization.

Vocab

Content: Cite Evidence

Academic: Analyze, Summarize, Investigate, Cite Evidence



English 10

Shakespearean Tragedy

Standards

RL.9-10.7; RL.9-10.11; RL.9-10.12; RL.9-10.13

Resources

Actively Learn

Competencies

A successful student can provide an objective summary and analyze documents of historical and literary significance including how the text addresses related themes and concepts and how it interacts and builds on one another to produce a complex account.

I can

- I can interpret meaning from a variety of texts on their own.

Vocab

Content: soliloquy; allegory; assonance; consonance; irony; allusion; archetype

Academic: Analyze, Assess, Interpret, Critique



English 10

Dystopia Collection

Standards

SL.9-10.1; SL.9-10.2; RL.9-10.1; RL.9-10.7;
RL.9-10.12; W.9-10.4

Resources

Actively Learn

Competencies

A successful student can interpret words and phrases as they are used in text or documents, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

I can

- I can recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.

Vocab

Content:

Academic: Use Context Cues, Analyze, Apply Concepts



English 10

Animal Farm

Standards

RL.9-10.1; RL.9-10.2; RL.9-10.3; RL.9-10.4; RL.9-10.5; RL.9-10.6; RL.9-10.11; RL.9-10.12; RL.9-10.13

Resources

Actively Learn

Competencies

A successful student can interpret words and phrases as they are used in text or documents, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

I can

- I can understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.

Vocab

Content: author's bias; allegory; context;

Academic: Identify Patterns, Organize, Interpret, Draw Conclusions, Differentiate, Apply Concepts



English 10 Vocabulary

Standards

RL.9-10.11

Resources

Membean

Competencies

A successful student can interpret words and phrases as they are used in text or documents, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

I can

- I can consult reference materials to determine or clarify meanings using etymology.
- I can understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.

Vocab

Content: denotative meaning

Academic: Interpret, Draw Conclusions, Differentiate, Apply Concepts, Define



English 10

Grammar & Mechanics

Standards

W.9-10.10; W.9-10.11

Resources

No Red Ink

Competencies

A successful student can interpret words and phrases as they are used in text or documents, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

I can

- I can accurately and effectively use standard English grammar and usage when writing.
- I can accurately and effectively use the mechanics of standard English for the purpose of productive communication.

Vocab

Content: semicolon

Academic: Apply Concepts, Use Context Cues, Create



English 10

Poetry

Standards

RL.9-10.4 RL.9-10.12

Resources

Competencies

A successful student can interpret words and phrases as they are used in text or documents, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

I can

- I can recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.

Vocab

Content: parable; ode; lyric poem; couplet; onomatopoeia; structural analysis; stream of consciousness; allegory; assonance; consonance; irony; allusion;

Academic: Recognize, Summarize, Assess