

English 10 Pacing Guide

First 4.5 week period ~All listed skills will be considered for benchmark testing at the end of 4.5 weeks

VA SOL Standard	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	Appropriate Resources and Suggested Strategies
<p>10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <p>(B4)</p> <p>e) Identify literary and classical allusions and figurative language in text.</p> <hr/>	<p>10.3 To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • demonstrate an understanding of idioms. • use prior reading knowledge and other study to identify the meaning of literary and classical allusions. • interpret figures of speech (e.g., <i>euphemism, oxymoron</i>) in context and analyze their role in the text. <hr/>	<ul style="list-style-type: none"> • ABC Brainstorm <hr/>
<p>10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.</p> <p>(B4)</p> <p>a) Identify main and supporting ideas. b) Make predictions, draw inferences, and connect prior knowledge to support reading comprehension. g) Explain the influence of historical context on the form, style, and point of view of a literary text. h) Evaluate how an author’s specific word choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author’s purpose. m) Use reading strategies to monitor comprehension throughout the reading process.</p> <hr/>	<p>10.4 To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • construct meaning from text by making connections between what they already know and the new information they read. • use reading strategies to improve comprehension and to achieve the purposes for reading: predicting and adjusting predictions; questioning the text; restating main ideas and summarizing supporting details; and close reading. • analyze works of literature for historical information about the period in which they were written. • analyze a particular point of view or cultural experience reflected in a literary work. <hr/>	<ul style="list-style-type: none"> • Read & say something <hr/>
<p>10.6 The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.</p> <p>(C6)</p> <p>a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose. g) Use computer technology to plan, draft, revise, edit, and publish writing.</p> <hr/>	<p>10.6 To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • plan and organize their ideas for writing. • use computer technology to assist in the writing process. <hr/>	<ul style="list-style-type: none"> • Raft paper • Spool paper <hr/>

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<p>10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.</p> <p>(B4)</p> <p>a) Identify text organization and structure. b) Recognize an author’s intended audience and purpose for writing. c) Skim manuals or informational sources to locate information. d) Compare and contrast informational texts. e) Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams. f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence. g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.</p> <hr/>	<p>10.5 To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify the different formats and purposes of informational and technical texts. • analyze how authors use rhetoric to advance their point of view. • identify the main idea(s) in informational text. • identify essential details in complex informational passages. • locate specific information in manuals or other informational sources by using strategies such as skimming, summarizing, and highlighting. • interpret and understand information presented in maps, charts, timelines, tables, and diagrams, • make inferences and draw conclusions from informational text. • synthesize information across multiple informational texts. <hr/>	<ul style="list-style-type: none"> • Paired Passages • Opinion Proof • Q ARs • Venn Diagrams • Flow Chart <hr/>
<p>10.6 The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.</p> <p>(C6)</p> <p>b) Synthesize information to support the thesis. c)Elaborate ideas clearly through word choice and vivid description e) Organize ideas into a logical sequence using transitions.</p> <hr/>	<p>10.6 To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • state a thesis and support it. • elaborate ideas in order to provide support for the thesis. • develop ideas deductively and inductively and organize ideas into a logical sequence, applying effective organizational patterns/techniques, such as: <ul style="list-style-type: none"> ◦ comparison/contrast; ◦ chronological order; ◦ spatial layout; ◦ cause and effect; ◦ definition; ◦ order of importance; ◦ explanation; ◦ generalization; ◦ classification; ◦ enumeration; and ◦ problem/solution. <hr/>	<ul style="list-style-type: none"> • Raft paper • Spool paper • Power Outline • Cluster Brainstorm • Listing <hr/>

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<p>10.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p> <p>(C5)</p> <p>f) Describe how the author accomplishes the intended purpose of a piece of writing.</p>	<hr/> <p>10.7 To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">distinguish between active voice and passive voice to convey a desired effect.	<ul style="list-style-type: none">Reciprocal Teaching
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VA SOL Standard	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	Appropriate Resources and Suggested Strategies
<p>10.1 The student will participate in, collaborate in, and report on small-group learning activities. (C5)</p> <p>a) Assume responsibility for specific group tasks. b) Collaborate in the preparation or summary of the group activity. c) Include all group members in oral presentation. d) Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose. e) Demonstrate the ability to work effectively with diverse teams to accomplish a common goal. f) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. g) Access, critically evaluate, and use information accurately to solve problems. h) Evaluate one’s own role in preparation and delivery of oral reports. i) Use a variety of strategies to listen actively. j) Analyze and interpret other’s presentations. k) Evaluate effectiveness of group process in preparation and delivery of oral reports.</p> <hr/> <p>10.6 The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis. (C6)</p> <p>d) Write clear and varied sentences, clarifying ideas with precise and relevant evidence. f) Revise writing for clarity of content, accuracy, and depth of information.</p>	<p>10.1 To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • assume shared responsibility for collaborative work. • collaborate with peers to set rules for group presentations and discussions, set clear goals and deadlines, and define individual roles as needed. • respond thoughtfully by summarizing points of agreement and disagreement, qualifying views and understanding. • demonstrate active listening through use of appropriate facial expressions, posture, and gestures. • engage others in a conversation by posing and responding to questions in a group situation. • exercise flexibility and willingness in making compromises to accomplish a common goal. • use grammatically correct language. <hr/> <p>10.6 To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • vary sentence structures for effect. • identify and apply features of the writing domains, including <ul style="list-style-type: none"> ◦ effective organization; ◦ clear structure; ◦ sentence variety; ◦ unity and coherence; ◦ tone and voice; ◦ effective word choice; ◦ clear purpose; ◦ appropriate mechanics and usage; and ◦ accurate and valuable information. • develop ideas deductively and inductively 	<p>While 10.1 is not formally tested, it is a vehicle that supports the learning needed for other standards across multiple grade levels.</p> <ul style="list-style-type: none"> • Pattern puzzles • Literature Circle

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<p>10.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. (C5)</p> <p>e) Analyze the writing of others. g) Suggest how writing might be improved. h) Proofread and edit final product for intended audience and purpose.</p> <hr/>	<p>and organize ideas into a logical sequence, applying effective organizational patterns/techniques, such as:</p> <ul style="list-style-type: none">◦ comparison/contrast;◦ chronological order;◦ spatial layout;◦ cause and effect;◦ definition;◦ order of importance;◦ explanation;◦ generalization;◦ classification;◦ enumeration; and◦ problem/solution. <ul style="list-style-type: none">• evaluate analytical writing by examining and understanding how individual parts of the text relate to the whole, including the writing’s purpose and structure.• revise writing for clarity of content and presentation.• use peer- and self-evaluation to review and revise writing.• use computer technology to assist in the writing process. <hr/>	
<p>10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. (B4)</p> <p>a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.</p>	<p>10.7 To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">• use peer- and self-evaluation to edit writing.• proofread and prepare final product for intended audience and purpose.• correct grammatical or usage errors. <hr/> <p>10.3 To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">• use roots or affixes to determine or clarify the meaning of words.• demonstrate an understanding of idioms.• use prior reading knowledge and other study to identify the meaning of literary and classical allusions.	

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<p>b) Use context, structure, and connotations to determine meanings of words and phrases.</p> <p>c) Discriminate between connotative and denotative meanings and interpret the connotation.</p> <p>d) Identify the meaning of common idioms.</p> <p>f) Extend general and specialized vocabulary through speaking, reading, and writing.</p> <p>g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.</p> <hr/> <p>10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.</p> <p>(B4)</p> <p>k) Compare and contrast how rhyme, rhythm, sound, imagery, style, form, and other literary devices convey a message and elicit a reader's emotions.</p> <hr/>	<ul style="list-style-type: none">• interpret figures of speech (e.g., <i>euphemism, oxymoron</i>) in context and analyze their role in the text.• analyze connotations of words with similar denotations.• 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.• identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).• 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, its etymology, or its standard usage. <hr/> <p>10.4 To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">• compare and contrast literary devices in order to convey a poem's message and elicit a reader's emotions.• interpret and paraphrase the meanings of selected poems.	
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<p>10.8 The student will collect, evaluate, organize, and present information to create a research product.</p> <p>(C6)</p> <hr/>	<p>10.8 To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use technology, along with other resources, to gather information from various sources by summarizing, paraphrasing, and supporting a thesis. • organize information and maintain coherence throughout the writing based on the topic, purpose, and audience. • use organizational patterns/techniques, such as: <ul style="list-style-type: none"> ◦ comparison/contrast; ◦ chronological order; ◦ spatial layout; ◦ cause and effect; ◦ definition; ◦ order of importance; ◦ explanation; ◦ enumeration; and ◦ problem/solution. • evaluate sources for their credibility, reliability, strengths, and limitations. • demonstrate ability to distinguish between reliable and unreliable sources. • distinguish one’s own ideas from information created or discovered by others. • cite primary and secondary sources of information, using the MLA or APA method of documentation for in-text citations and works-cited pages. • avoid plagiarism by: <ul style="list-style-type: none"> ◦ understanding that <i>plagiarism</i> is an act of presenting someone else’s ideas as one’s own; ◦ citing correctly sources to give credit to the author of an original work; ◦ recognizing that sources of information must be cited even when the information has been paraphrased; and ◦ using quotation marks when someone else’s exact words are quoted. <hr/>	

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<p>10.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. (C5)</p> <p>a) Distinguish between active and passive voice. b) Apply rules governing use of the colon. c) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations. d) Differentiate between in-text citations and works cited on the bibliography page.</p>	<p>10.7 To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">distinguish between active voice and passive voice to convey a desired effect.know and apply the rules for the use of a colon:<ul style="list-style-type: none">before a list of items;before a long, formal statement or quotation; andafter the salutation of a business letter.use direct quotations in their writing, applying MLA or APA style for punctuation and formatting.	
<p>10.2 The student will analyze, produce, and examine similarities and differences between visual and verbal media messages. (B5)</p> <p>a) Use media, visual literacy, and technology skills to create products. b) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion. c) Determine the author's purpose and intended effect on the audience for media messages. d) Identify the tools and techniques used to achieve the intended focus.</p>	<p>10.2 To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">identify and analyze the sources and viewpoint of publications.analyze, compare, and contrast visual and verbal media messages for content (word choice and choice of information), intent (persuasive techniques), impact (public opinion trends), and effectiveness (effect on the audience).determine author's purpose, factual content, opinion, and/or possible bias as presented in media messages.	<ul style="list-style-type: none">Scholastic ScopeGraphic Organizers
<p>10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras. (B4)</p> <p>e) Identify universal themes prevalent in the literature of different cultures.</p>	<p>10.4 To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">explain similarities and differences among literary genres from different cultures, such as:<ul style="list-style-type: none">haikus;sonnets;fables;myths;novels;graphic novels; andshort stories.identify universal themes, such as:<ul style="list-style-type: none">struggle with nature;survival of the fittest;coming of age;	

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	<ul style="list-style-type: none">◦ power of love;◦ loss of innocence;◦ struggle with self;◦ disillusionment with life;◦ the effects of progress;◦ power of nature;◦ alienation and isolation;◦ honoring the historical past;◦ good overcoming evil;◦ tolerance of the atypical;◦ the great journey;◦ noble sacrifice;◦ the great battle;◦ love and friendship; and◦ revenge. <ul style="list-style-type: none">• analyze a particular point of view or cultural experience reflected in a literary work. <hr/>	
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