

**Resource Title:** 10th GRADE ENGLISH 1 and 2 (ENGH 035 059/ENGH 036 059)

**Publisher:** University of Nebraska High School

**English-Language Arts, Grade 9-10**

<b>Standard</b>	<b>Develop URL</b>	<b>Practice URL</b>	<b>Assess URL</b>
<b>Reading: Literature</b>			
<i>--Key Ideas and Details</i>			
1.0 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>10<sup>th</sup> Grade English A: Lesson 1</b>  <b>10<sup>th</sup> Grade English A: Textbook, Reading Skill p. 811</b>	<b>10<sup>th</sup> Grade English A: Lesson 1 Self Checks</b>  <b>10<sup>th</sup> Grade English A: Lesson 1 What Do You Think</b>  <b>10<sup>th</sup> Grade English A: Lesson 1 Video Review</b>  <b>10<sup>th</sup> Grade English A: Lesson 1 Internet Search</b>	<b>10<sup>th</sup> Grade English A: Unit 1 Evaluation</b>  <b>10<sup>th</sup> Grade English A: Unit 1 Project 1</b>  <b>10<sup>th</sup> Grade English A: Progress Test 1</b>
2.0 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<b>10<sup>th</sup> Grade English A: Lesson 2</b>  <b>10<sup>th</sup> Grade English A: Textbook, Reading Skill pp. 811, 837</b>	<b>10<sup>th</sup> Grade English A: Lesson 2 Self Checks</b>  <b>10<sup>th</sup> Grade English A: Lesson 2 What Do You Think</b>	<b>10<sup>th</sup> Grade English A: Unit 1 Evaluation</b>  <b>10<sup>th</sup> Grade English A: Progress Test 1</b>

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<p>3.0 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.</p>	<p><b>10<sup>th</sup> Grade English A: Lesson 3</b></p> <p><b>10<sup>th</sup> Grade English A: Textbook, Reading Skill pp. 811, 1014</b></p> <p><b>10<sup>th</sup> Grade English B: Lesson 3</b></p> <p><b>10<sup>th</sup> Grade English B: Textbook, Reading Skill p. 985</b></p>	<p><b>10<sup>th</sup> Grade English A: Lesson 3 Self Checks</b></p> <p><b>10<sup>th</sup> Grade English A: Lesson 3 Video Review</b></p> <p><b>10<sup>th</sup> Grade English A: Lesson 3 What Do You Think</b></p> <p><b>10<sup>th</sup> Grade English B: Lesson 3 Self Checks</b></p>	<p><b>10<sup>th</sup> Grade English A: Unit 1 Evaluation</b></p> <p><b>10<sup>th</sup> Grade English A: Progress Test 1</b></p> <p><b>10<sup>th</sup> Grade English B: Unit 1 Evaluation</b></p> <p><b>10<sup>th</sup> Grade English B: Progress Test 1</b></p>
<i>--Craft and Structure</i>			
<p>4.0 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (See grade 9/10 Language standards 4-6 for additional expectations.)</p>	<p><b>10<sup>th</sup> Grade English A: Lessons 5, 6, 8</b></p> <p><b>10<sup>th</sup> Grade English B: Lesson 3, 7, 13</b></p>	<p><b>10<sup>th</sup> Grade English A: Lessons 5, 6, 8 What Do You Think Activities; Self Checks</b></p> <p><b>10<sup>th</sup> Grade English B: Lesson 3, 7, 13, Do You Think Activities; Self Checks</b></p>	<p><b>10<sup>th</sup> Grade English A: Unit 2 Evaluation; Progress Test 2; Project 2</b></p> <p><b>10<sup>th</sup> Grade English B: Unit 1, 2, 4 Evaluation; Progress Test 1, 2, 3</b></p>
<p>5.0 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.</p>	<p><b>10<sup>th</sup> Grade English A: Lesson 1, 12</b></p> <p><b>10<sup>th</sup> Grade English B: Lesson 1, 8</b></p>	<p><b>10<sup>th</sup> Grade English A: Lesson 1, 12 What Do You Think Activities; Self Checks</b></p> <p><b>10<sup>th</sup> Grade English B: Lesson 1, 8 What Do You Think Activities; Self Checks</b></p>	<p><b>10<sup>th</sup> Grade English A: Unit 1, 4 Evaluation; Progress Test 1, 3</b></p> <p><b>10<sup>th</sup> Grade English B: Unit 1, 3 Evaluation; Progress Test 1, 3</b></p>

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<p>6.0 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p><b>10<sup>th</sup> Grade English A: Lesson 6</b></p> <p><b>10<sup>th</sup> Grade English A: Textbook, Reading Skill p. 1091</b></p>	<p><b>10<sup>th</sup> Grade English A: Lesson 6 Self Checks</b></p> <p><b>10<sup>th</sup> Grade English A: Lesson 6 What Do You Think</b></p> <p><b>10<sup>th</sup> Grade English A: Lesson 6 Video Review</b></p> <p><b>10<sup>th</sup> Grade English A: Lesson 6 Internet Search</b></p>	<p><b>10<sup>th</sup> Grade English A: Unit 2 Evaluation</b></p> <p><b>10<sup>th</sup> Grade English A: Progress Test 1</b></p>
<i>--Integration of Knowledge and Ideas</i>			
<p>7.0 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).</p>	<p><b>10<sup>th</sup> Grade English A: Lesson 7, 11</b></p> <p><b>10<sup>th</sup> Grade English A: Textbook, Reading Skill p. 1156, 1161, 1170, 1165, 1208, 1211, 1213, 1215, 1216</b></p>	<p><b>10<sup>th</sup> Grade English A: Lesson 7, 11 Self Checks</b></p> <p><b>10<sup>th</sup> Grade English A: Lesson 7 Developing and Applying Your Understanding</b></p> <p><b>10<sup>th</sup> Grade English A: Lesson 11 Internet Search</b></p>	<p><b>10<sup>th</sup> Grade English A: Unit 2, 4 Evaluation</b></p> <p><b>10<sup>th</sup> Grade English A: Progress Test 1, 2</b></p>
<p>8.0 (Not applicable to literature)</p>			
<p>9.0 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).</p>	<p><b>10<sup>th</sup> Grade English A: Lesson 9</b></p>	<p><b>10<sup>th</sup> Grade English A: Lesson 9 What Do You Think Activities; Self Checks</b></p>	<p><b>10<sup>th</sup> Grade English A: Unit 3 Evaluation; Progress Test 2</b></p>
<i>--Range of Reading and Level of Text Complexity</i>			

Standard	Develop URL	Practice URL	Assess URL
10.0 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	<b>10<sup>th</sup> Grade English A and B – Lessons 1 - 22</b>	<b>10<sup>th</sup> Grade English A and B – Lessons 1-22 What Do You Think Activities; Self Checks</b>	<b>10<sup>th</sup> Grade English A and B – Unit 1, 2, 3, 4, 5, 6 Evaluations; Progress Tests 1, 2, 3</b>
<b>Reading: Informational Text</b>			
<i>--Key Ideas and Details</i>			
1.0 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>10<sup>th</sup> Grade English A: Lesson 8, 9, 11, 13, 14, 17, 19, 20, 21, 22</b>  <b>10<sup>th</sup> Grade English B: Lesson 1, 3, 5, 8, 13, 15, 16, 17, 19, 20, 21, 22</b>	<b>10<sup>th</sup> Grade English A: Lesson 8, 9, 11, 13, 14, 17, 19, 20, 21, 22 What Do You Think Activities; Self Checks</b>  <b>10<sup>th</sup> Grade English A: Lesson 8 Video Review</b>  <b>10<sup>th</sup> Grade English B: Lesson 1, 3, 5, 8, 13, 15, 16, 17, 19, 20, 21, 22 What Do You Think Activities, Self Checks</b>	<b>10<sup>th</sup> Grade English A: Unit 2 Evaluation</b>  <b>10<sup>th</sup> Grade English A: Progress Test 2, 3</b>  <b>10<sup>th</sup> Grade English B: Units 1, 2, 3, 4, 5, 6 Evaluations; Progress Tests 1, 2, 3</b>
2.0 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<b>10<sup>th</sup> Grade English A: Lesson 1, 2, 14, 18, 21</b>  <b>10<sup>th</sup> Grade English B: Lesson 5, 9</b>	<b>10<sup>th</sup> Grade English A: Lesson 1, 2, 14, 18, 21 What Do You Think Activities, Self Checks</b>  <b>10<sup>th</sup> Grade English A: Lesson 2 Internet Search</b>  <b>10<sup>th</sup> Grade English B: Lesson 5, 9 What Do You Think Activities, Self Checks</b>	<b>10<sup>th</sup> Grade English A: Unit 1, Unit 6 Evaluations, Progress Tests 1, 3</b>  <b>10<sup>th</sup> Grade English A: Unit 3 Project 2, Unit 5 Project 3</b>  <b>10<sup>th</sup> Grade English B: Unit 2, 3 Evaluations, Progress Test 1, 2</b>

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<p>3.0 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p><b>10<sup>th</sup> Grade English A: Lesson 1, 9, 11, 15, 19, 22</b></p> <p><b>10<sup>th</sup> Grade English B: Lesson 2, 4, 15, 17</b></p>	<p><b>10<sup>th</sup> Grade English A: Lesson 1, 9, 11, 15, 19, 22 What Do You Think Activities, Self Checks</b></p> <p><b>10<sup>th</sup> Grade English A: Lesson 11 Video Review</b></p> <p><b>10<sup>th</sup> Grade English B: Lesson 2, 4, 15, 17 What Do You Think Activities, Self Checks</b></p>	<p><b>10<sup>th</sup> Grade English A: Unit 1, Unit 3 Evaluations, Progress Test</b></p> <p><b>10<sup>th</sup> Grade English B: Units 1, 5 Evaluations, Progress Tests 1, 3</b></p>
<i>--Craft and Structure</i>			
<p>4.0 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9/10 Language standards 4-6 for additional expectations.)</p>	<p><b>10<sup>th</sup> Grade English A and B – Lessons 1-22</b></p>	<p><b>10<sup>th</sup> Grade English A and B – Lessons 1-22 What Do You Think Activities; Self Checks</b></p>	<p><b>10<sup>th</sup> Grade English A and B – Units 1, 2, 3, 4, 5, 6 Evaluations; Progress Tests 1, 2, 3</b></p>
<p>5.0 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). a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents.</p>	<p><b>10<sup>th</sup> Grade English A: Lesson 8, 9, 11, 12, 13</b></p> <p><b>10<sup>th</sup> Grade English B: Lesson 12</b></p>	<p><b>10<sup>th</sup> Grade English A: Lesson 8, 9, 11, 12, 13 What Do You Think Activities, Self Checks</b></p> <p><b>10<sup>th</sup> Grade English B: Lesson 12</b></p>	<p><b>10<sup>th</sup> Grade English A: Units 3, 4 Evaluations; Progress Tests 2</b></p> <p><b>10<sup>th</sup> Grade English A: Unit 3 Project 2</b></p> <p><b>10<sup>th</sup> Grade English B: Unit 4 Evaluation; Progress Test 2</b></p>

<b>Standard</b>	<b>Develop URL</b>	<b>Practice URL</b>	<b>Assess URL</b>
6.0 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.	<b>10<sup>th</sup> Grade English A:</b> <b>Lesson 8, 11, 16, 18, 20</b>  <b>10<sup>th</sup> Grade English B:</b> <b>Lesson 6</b>	<b>10<sup>th</sup> Grade English A:</b> <b>Lesson 8, 11, 16, 18, 20</b> <b>What Do You Think</b> <b>Activities, Self Checks</b>  <b>10<sup>th</sup> Grade English B:</b> <b>Lesson 6 What Do You</b> <b>Think Activities, Self</b> <b>Checks</b>	<b>10<sup>th</sup> Grade English A:</b> <b>Unit 3, 4, 5</b> <b>Evaluations; Progress</b> <b>Tests 2, 3</b>  <b>10<sup>th</sup> Grade English B:</b> <b>Unit 2 Evaluation,</b> <b>Progress Test 1</b>

<b>Standard</b>	<b>Develop URL</b>	<b>Practice URL</b>	<b>Assess URL</b>
<i>--Integration of Knowledge and Ideas</i>			
7.0 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	<b>10<sup>th</sup> Grade English B:</b> <b>Lesson 7</b>  <b>10<sup>th</sup> Grade English B:</b> <b>Textbook, Reading</b> <b>Skill pp. 474-482</b>	<b>10<sup>th</sup> Grade English B:</b> <b>Lesson 7 Self Checks</b>	<b>10<sup>th</sup> Grade English B:</b> <b>Unit 2 Evaluation</b>  <b>10<sup>th</sup> Grade English B:</b> <b>Progress Test 1</b>
8.0 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	<b>10<sup>th</sup> Grade English A:</b> <b>Lesson 16, 17, 18</b>  <b>10<sup>th</sup> Grade English B:</b> <b>Lesson 7, 12, 13, 15, 19,</b> <b>22</b>	<b>10<sup>th</sup> Grade English A:</b> <b>Lesson 16, 17, 18</b>  <b>10<sup>th</sup> Grade English B:</b> <b>Lesson 7, 12, 13, 15, 19,</b> <b>22</b>	<b>10<sup>th</sup> Grade English A:</b> <b>Unit 5 Evaluation;</b> <b>Progress Test 3;</b> <b>Project 3</b>  <b>10<sup>th</sup> Grade English B:</b> <b>Units 2, 4, 5, 6</b> <b>Evaluation; Progress</b> <b>Tests 1, 2, 3</b>
9.0 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	<b>10<sup>th</sup> Grade English B:</b> <b>Lesson 9</b>  <b>10<sup>th</sup> Grade English B:</b> <b>Textbook, Reading</b> <b>Skill pp. 560-564</b>	<b>10<sup>th</sup> Grade English B:</b> <b>Lesson 9 Self Checks</b>	<b>10<sup>th</sup> Grade English B:</b> <b>Unit 3 Evaluation</b>  <b>10<sup>th</sup> Grade English B:</b> <b>Progress Test 2</b>

Standard	Develop URL	Practice URL	Assess URL
<i>--Range of Reading and Level of Text Complexity</i>			
10.0 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	<b>10<sup>th</sup> Grade English A and B – Lesson 1 - 22</b>	<b>10<sup>th</sup> Grade English A and B – Lessons 1 -22 What Do You Think Activities; Self Checks</b>	10th Grade English A and B – Units 1, 2, 3, 4, 5, 6 Evaluations; Progress Tests 1, 2, 3

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<b>Writing</b>			
<i>--Text Types and Purposes</i>			
1.0 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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. 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. 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. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	<b>10<sup>th</sup> Grade English A: Lesson 1</b>  <b>10<sup>th</sup> Grade English A: Textbook, Reading Skill p. 604, 611</b>	<b>10<sup>th</sup> Grade English A: Lesson 1 Self Checks</b>  <b>10<sup>th</sup> Grade English A: Lesson 1 What Do You Think</b>  <b>10<sup>th</sup> Grade English A: Lesson 1 Video Review</b>  <b>10<sup>th</sup> Grade English A: Lesson 1 Internet Search</b>	<b>10<sup>th</sup> Grade English A: Unit 1 Evaluation</b>  <b>10<sup>th</sup> Grade English A: Unit 1 Project 1</b>  <b>10<sup>th</sup> Grade English A: Progress Test 1</b>





<b>Standard</b>	<b>Develop URL</b>	<b>Practice URL</b>	<b>Assess URL</b>
<i>--Production and Distribution of Writing</i>			
4.0 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.)	<b>10<sup>th</sup> Grade English A: Lesson 4</b>  <b>10<sup>th</sup> Grade English A: Textbook, Reading Skill p. 604, 611</b>	<b>10<sup>th</sup> Grade English A: Lesson 4 Self Checks</b>  <b>10<sup>th</sup> Grade English A: Lesson 4 What Do You Think</b>  <b>10<sup>th</sup> Grade English A: Lesson 4 Video Review</b>  <b>10<sup>th</sup> Grade English A: Lesson 4 Internet Search</b>	<b>10<sup>th</sup> Grade English A: Unit 1 Evaluation</b>  <b>10<sup>th</sup> Grade English A: Unit 1 Project 1</b>  <b>10<sup>th</sup> Grade English A: Progress Test 1</b>
5.0 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)	<b>10<sup>th</sup> Grade English A: Lesson 5</b>  <b>10<sup>th</sup> Grade English A: Textbook, Reading Skill p. 604, 611</b>	<b>10<sup>th</sup> Grade English A: Lesson 5 Self Checks</b>  <b>10<sup>th</sup> Grade English A: Lesson 5 What Do You Think</b>	<b>10<sup>th</sup> Grade English A: Unit 2 Evaluation</b>  <b>10<sup>th</sup> Grade English A: Progress Test 1</b>
6.0 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	<b>10<sup>th</sup> Grade English A: Lesson 8</b>	<b>10<sup>th</sup> Grade English A: Lesson 8 What Do You Think Activities</b>	<b>10<sup>th</sup> Grade English A: Unit 3 Project 2</b>
<i>--Research to Build and Present Knowledge</i>			
7.0 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<b>10<sup>th</sup> Grade English A: Lesson 1, 2, 3, 6, 8</b>  <b>10<sup>th</sup> Grade English B: Lesson 1, 2, 3, 5, 6, 8, 9</b>	<b>10<sup>th</sup> Grade English A: Lesson 1, 2, 3, 6, 8 Internet Search</b>  <b>10<sup>th</sup> Grade English B: Lesson 1, 2, 3, 5, 6, 8, 9 Internet Search</b>	<b>10<sup>th</sup> Grade English A: Unit 3 Project 2</b>  <b>10<sup>th</sup> Grade English B: Unit 5 Project 3</b>

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8.0 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 including footnotes and endnotes.	<b>10<sup>th</sup> Grade English A: Lesson 1, 2, 3, 6, 8</b>  <b>10<sup>th</sup> Grade English B: Lesson 1, 2, 3, 5, 6, 8, 9</b>	<b>10<sup>th</sup> Grade English A: Lesson 1, 2, 3, 6, 8 Internet Search</b>  <b>10<sup>th</sup> Grade English B: Lesson 1, 2, 3, 5, 6, 8, 9</b>	<b>10<sup>th</sup> Grade English A: Unit 3 Project 2</b>  <b>10<sup>th</sup> Grade English B: Unit 5 Project 3</b>
9.0 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).	<b>10<sup>th</sup> Grade English A and B: Lessons 1-22</b>	<b>10<sup>th</sup> Grade English A and B – Lessons 1-22 What Do You Think Activities; Self Checks; Internet Searches</b>	10th Grade English A and B – Units 1, 2, 3, 4, 5, 6 Evaluations; Progress Tests 1, 2, 3
<i>--Range of Writing</i>			
10.0 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.	<b>10<sup>th</sup> Grade English A: Lesson 10</b>  <b>10<sup>th</sup> Grade English A: Textbook, Reading Skill p. 604, 611</b>	<b>10<sup>th</sup> Grade English A: Lesson 6 Self Checks</b>	<b>10<sup>th</sup> Grade English A: Unit 3 Evaluation</b>  <b>10<sup>th</sup> Grade English A: Unit 3 Project 2</b>  <b>10<sup>th</sup> Grade English A: Progress Test 2</b>
<b>Speaking and Listening</b>			
<i>--Comprehension and Collaboration</i>			

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<b>Standard</b>	<b>Develop URL</b>	<b>Practice URL</b>	<b>Assess URL</b>
3.0 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<b>10<sup>th</sup> Grade English A: Lesson 20</b>  <b>10<sup>th</sup> Grade English B: Lessons 8 - 10</b>	<b>10<sup>th</sup> Grade English A: Lesson 20 What Do You Think Activities</b>  <b>10<sup>th</sup> Grade English B: What Do You Think Activities</b>	<b>10<sup>th</sup> Grade English A: Unit 6 Evaluation; Progress Test 3</b>  <b>10<sup>th</sup> Grade English B: Unit 3 Evaluation, Progress Test 2, Project 2</b>

<b>Standard</b>	<b>Develop URL</b>	<b>Practice URL</b>	<b>Assess URL</b>
<i>--Presentation of Knowledge and Ideas</i>			
4.0 Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade.) b. Plan, memorize and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade.)	<b>10<sup>th</sup> Grade English B: Lessons 15 - 18</b>	<b>10<sup>th</sup> Grade English B: Lessons 15-18 What Do You Think Activities, Self Checks</b>	<b>10<sup>th</sup> Grade English B: Unit 5 Project 3</b>
5.0 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<b>10<sup>th</sup> Grade English B: Lessons 8-10</b>	<b>10<sup>th</sup> Grade English B: Lessons 8 – 10 What Do You Think Activities, Self Checks</b>	<b>10<sup>th</sup> Grade English B: Unit 5 Project 3</b>
6.0 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)	<b>10<sup>th</sup> Grade English A and B –Lessons 1-22</b>	<b>10<sup>th</sup> Grade English A and B – Lessons 1- 22What Do You Think Activities; Self Checks; Internet Searches</b>	10th Grade English A and B – Units 1, 2, 3, 4, 5, 6 Evaluations; Progress Tests 1, 2, 3
<b>Language</b>			

Standard	Develop URL	Practice URL	Assess URL
<i>--Conventions of Standard English</i>			
<p>1.0 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.*</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p><b>10<sup>th</sup> Grade English A: Lesson 1</b></p> <p><b>10<sup>th</sup> Grade English A: Textbook, Reading Skill p. R51, 609</b></p> <p><b>10<sup>th</sup> Grade English B: Lesson 1</b></p> <p><b>10<sup>th</sup> Grade English B: Textbook, Reading Skill p. R51</b></p>	<p><b>10<sup>th</sup> Grade English A: Lesson 1 Self Checks</b></p> <p><b>10<sup>th</sup> Grade English A: Lesson 1 What Do You Think</b></p> <p><b>10<sup>th</sup> Grade English A: Lesson 1 Video Review</b></p> <p><b>10<sup>th</sup> Grade English A: Lesson 1 Internet Search</b></p> <p><b>10<sup>th</sup> Grade English B: Lesson 1 Self Checks</b></p> <p><b>10<sup>th</sup> Grade English B: Lesson 1 What Do You Think</b></p> <p><b>10<sup>th</sup> Grade English B: Lesson 1 Video Review</b></p> <p><b>10<sup>th</sup> Grade English B: Lesson 1 Internet Search</b></p>	<p><b>10<sup>th</sup> Grade English A: Unit 1 Evaluation</b></p> <p><b>10<sup>th</sup> Grade English A: Project 1</b></p> <p><b>10<sup>th</sup> Grade English A: Progress Test 1</b></p> <p><b>10<sup>th</sup> Grade English B: Unit 1 Evaluation</b></p> <p><b>10<sup>th</sup> Grade English B: Project 1</b></p> <p><b>10<sup>th</sup> Grade English B: Progress Test 1</b></p>
<p>2.0 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p>	<p><b>10<sup>th</sup> Grade English A: Lesson 2</b></p> <p><b>10<sup>th</sup> Grade English A: Textbook, Reading Skill p. 611</b></p>	<p><b>10<sup>th</sup> Grade English A: Lesson 2 Self Checks</b></p>	<p><b>10<sup>th</sup> Grade English A: Unit 1 Evaluation</b></p> <p><b>10<sup>th</sup> Grade English A: Progress Test 1</b></p>
<i>--Knowledge of Language</i>			



Standard	Develop URL	Practice URL	Assess URL
5.0 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	<b>10<sup>th</sup> Grade English A: Lesson 9, 11</b>  <b>10<sup>th</sup> Grade English B: Lesson 13</b>	<b>10<sup>th</sup> Grade English A: Lesson 9, 11 What Do You Think; Self Checks</b>  <b>10<sup>th</sup> Grade English B: Lesson 13</b>	<b>10<sup>th</sup> Grade English A: Unit 3, 4 Evaluation; Progress Test 2</b>  <b>10<sup>th</sup> Grade English B: Unit 4 Evaluation; Progress Test 2</b>
6.0 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>10<sup>th</sup> Grade English A and B – Lessons 1-22</b>	<b>10<sup>th</sup> Grade English A and B –Lessons 1-22 What Do You Think Activities; Self Checks; Internet Searches</b>	10th Grade English A and B – Units 1, 2, 3, 4, 5, 6 Evaluations; Progress Tests 1, 2, 3