

2020-2021 10th ELA Year at a Glance

1st NINE Weeks

Targeted Reading TEKS

Foundational Language Skills (Through all reading)

- 10.1.A** Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes
- 10.2.B** Analyze context to distinguish among denotative, connotative, and figurative meanings of words
- 10.3** Listening, speaking, reading, writing, and thinking--**self-sustained reading**. The student reads grade-appropriate texts independently.

Comprehension

- 10.4.D** Create mental images to deepen understanding;
- 10.4.E** Make connections to personal experiences, ideas in other texts, and society;
- 10.4.F** Make inferences and use evidence to support understanding

Response Skills

- 10.5.A** Describe personal connections to a variety of sources, including self-selected texts;
- 10.5.D** Paraphrase and summarize texts in ways that maintain meaning and logical order;

Multiple Genres

- 10.6.B** Analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events
- 10.7.E** Analyze characteristics and structures of argumentative:
- (i) Clear arguable claim, appeals, and convincing conclusion
 - (iii) Identifiable audience or reader

Pre-assess knowledge:

- 10.7.D.i Analyze characteristics and structural elements of informational texts: clear thesis, relevant supporting evidence, pertinent examples, and conclusion

Author's Purpose and Craft

- 10.8.A** Analyze author's purpose, audience, and message within a text
- 10.8.F** Analyze how the author's diction..contribute to the mood, voice, and tone of a text

Inquiry and Research

- 10.11.A** Develop questions for formal and informal inquiry
- 10.11.E** Locate relevant sources
- 10.F** Synthesize information from a variety of sources

Ongoing TEKS = Literacy Routines

- 10.1.A, D** Engages in meaningful, respectful discourse; participates collaboratively, building on the ideas of others (includes conferencing)
- 10.2** Uses newly acquired vocabulary expressively through word study
- 10.3** Independently reads and self-selects texts
- 10.4** Use metacognitive skills to develop and deepen comprehension
- 10.5** Responds to increasingly challenging sources (includes ELA Interactive Ntbk)
- 10.7-8** Recognizes genre-specific characteristics, structures, and purposes across text; analyzes/applies author's craft purposefully to develop own products
- 10.9** Uses the writing process recursively to compose multiple texts (including peer & teacher conferencing)

Targeted Writing TEKS

Writing Bank - Ideas and drafting:

10.9.A-B Writing Process: Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies; develop drafts

- Students write reflexively in low-stakes settings (journaling, prewriting, quickwrites, ungraded writing, etc.)

Letter Writing

10.10.D Compose correspondence in a professional/friendly structure

- Students compose a letter about a self-selected topic

Revision Focus:

10.9.C Revise drafts to **improve clarity, development, organization**, style, **diction**, and sentence effectiveness

Editing Focus:

- 10.9.D.i** A variety of complete, controlled sentences_and avoidance of unintentional splices, run-ons, and fragments
- 10.9.D.ii** Consistent, appropriate use of verb tense; active and passive voice
- 10.9.D.v** Punctuation, including commas and semicolons

2020-2021 10th ELA Year at a Glance

2nd NINE Weeks

Targeted Reading TEKS

Foundational Language Skills (Through all reading)

10.1.A Engage in meaningful and respectful discourse b listening actively, responding appropriately, and adjusting communication to audiences and purposes

10.2.B Analyze context to distinguish among denotative, connotative, and figurative meanings of words;

10.3 Listening, speaking, reading, writing, and thinking--**self-sustained reading**. The student reads grade-appropriate texts independently.

Comprehension

10.4.E **Make connections** to personal experiences, ideas in other texts, and society;

10.4.F **Make inferences** and use evidence to support understanding

10.4.G **Evaluate details** read to determine key ideas

Response Skills

10.5.B Write responses that demonstrate understanding of texts, including comparing texts within and across genres

10.5.E Interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating

Multiple Genres

10.6.D Analyze how historical and cultural settings influence characterization, plot, and theme across texts

10.7.D Analyze characteristics and structural elements of informational texts: (i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion

(ii) the relationship between organizational design and thesis

10.7.E Analyze characteristics and structures of argumentative:

(i) clear arguable claim, appeals, and convincing conclusion

Pre-assess knowledge:

10.7.E.i Analyze characteristics and structural elements of argumentative texts: clear arguable claim, appeals, and convincing conclusion

Author's Purpose and Craft

10.8.B Analyze use of text structure to achieve the author's purpose

10.8.F Analyze how the author's diction..contribute to the mood, voice, and tone of a text

Inquiry and Research

10.11.A Develop questions for formal and informal inquiry

10.11.E Locate relevant sources

10.F Synthesize information from a variety of sources

Ongoing TEKS = Literacy Routines

- 10.1.A, D** Engages in meaningful, respectful discourse; participates collaboratively, building on the ideas of others (includes conferencing)
- 10.2** Uses newly acquired vocabulary expressively through word study
- 10.3** Independently reads and self-selects texts
- 10.4** Use metacognitive skills to develop and deepen comprehension
- 10.5** Responds to increasingly challenging sources (includes ELA Interactive Ntbk)
- 10.7-8** Recognizes genre-specific characteristics, structures, and purposes across text; analyzes/applies author's craft purposefully to develop own products
- 10.9** Uses the writing process recursively to compose multiple texts (including peer & teacher conferencing)

Targeted Writing TEKS

Informational Writing

10.9.B Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;

- Explore authors' moves in mentor texts and mimic these moves in own writing.
- Argumentative work, in which students choose a side and explain why.

10.9.B Writing Process: Develop drafts into a focused, structured, and coherent piece of writing in timed or open-ended situations by: (i) using an organizing structure appropriate to purpose, audience, topic, and context

Revision Focus:

10.9.C Revise drafts to **improve clarity, development, organization**, style, **diction**, and sentence effectiveness

Editing Focus:

10.9.D.i A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments

10.9.D.ii Consistent, appropriate use of verb tense; active and passive voice

10.9.D.v Punctuation, including commas and semicolons

2020-2021 10th ELA Year at a Glance

3rd NINE Weeks

Targeted Reading TEKS

Foundational Language Skills (Through all reading)

- 10.1.A** Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes
- 10.1.C** Give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources
- 10.2.A** Use print or digital resources to clarify and validate understanding of the precise and appropriate meaning of the word

Comprehension

- 10.4.B** Generate questions about text before, during, and after
- 10.4.E** Make connections to pers. experiences, ideas in texts, society
- 10.4.F** Make inferences and use evidence to support understanding
- 10.4.G** Evaluate details read to determine key ideas
- 10.4.H** Synthesize information from multiple texts to create new understanding

Response Skills

- 10.5.I** Reflect on and adjust responses when valid evidence warrants

Multiple Genres - Argumentative

- 10.6.D** Analyze how historical and cultural settings influence characterization, plot, and theme across texts
- 10.7.D** Analyze characteristics and structural elements of informational texts: (i) clear thesis, relevant supporting evidence, pertinent examples, conclusion (ii) the relationship between organizational design and thesis
- 10.7.E** Analyze characteristics and structures of argumentative: (i) clear arguable claim, appeals, and convincing conclusion (ii) various types of evidence + treatment of counterarguments, including concessions and rebuttals (iii) identifiable audience or reader

Author's Purpose and Craft

- 10.8.A** Analyze the author's purpose, audience, message within a text
- 10.8.B** Analyze use of text structure to achieve the author's purpose
- 10.8.F** Analyze how the author's diction and **syntax** contribute to the mood, voice, and tone of a text

Inquiry and Research

- 10.11.C** Develop and revise a plan
- 10.11.D** Modify the major research question as necessary
- 10.11.E** Locate relevant sources
- 10.11.G** Examine sources for: (i) **credibility and bias**, including omission; and (ii) **faulty reasoning** such as incorrect premise, hasty generalizations, and either-or

Ongoing TEKS = Literacy Routines

- 10.1.A, D** Engages in meaningful, respectful discourse; participates collaboratively, building on the ideas of others (includes conferencing)
- 10.2** Uses newly acquired vocabulary expressively through word study
- 10.3** Independently reads and self-selects texts
- 10.4** Use metacognitive skills to develop and deepen comprehension
- 10.5** Responds to increasingly challenging sources (includes ELA Interactive Ntbk)
- 10.7-8** Recognizes genre-specific characteristics, structures, and purposes across text; analyzes/applies author's craft purposefully to develop own products
- 10.9** Uses the writing process recursively to compose multiple texts (including peer & teacher conferencing)

Targeted Writing TEKS

Argumentative Writing:

- 10.10.C** Compose argumentative texts using genre characteristics and craft
- Student selected topic (argument) with focus on showing, not telling (details) - and selectiveness in types of evidence
 - (i) clear arguable claim, appeals, and convincing conclusion
 - (ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals
- 10.1.C** Prepare in-class debate - both a written & verbal product

10.9.B Writing Process: Develop drafts into a focused, structured, and coherent piece of writing in **timed or open-ended situations** by: (i) using an organizing structure appropriate to purpose, audience, topic, and context

Revision Focus:

10.9.C Revise drafts to **improve clarity**, development, organization, **style, diction, and sentence effectiveness**

Editing Focus:

- 10.9.D.i** A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments
- 10.9.D.ii** Consistent, appropriate use of verb tense; active and passive voice
- 10.9.D.v** Punctuation, including commas and semicolons

2020-2021 10th ELA Year at a Glance

4th NINE Weeks

Targeted Reading TEKS

Targeted Writing TEKS

Foundational Language Skills (Through all reading)

- 10.1.A** Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes
- 10.2.A** Use print or digital resources to clarify and validate understanding of the precise and appropriate meaning of the word

Comprehension

- 10.4.E Make connections** to personal experiences, ideas in other texts, and society;
- 10.4.F Make inferences** and use evidence to support understanding
- 10.4.G Evaluate details** read to determine key ideas
- 10.4.H Synthesize information** from multiple texts to create new understanding;
- 10.4.I Monitor and adjust** when understanding breaks down

Response Skills

- 10.5.I** Reflect on and adjust responses when valid evidence warrants
- 10.5.J** Defend or challenge the authors' claims using relevant text evidence.

Multiple Genres - Argumentative

- 10.6.D** Analyze how historical and cultural settings influence characterization, plot, and theme across texts
- 10.7.D** Analyze characteristics and structural elements of informational texts: (i) clear thesis, relevant supporting evidence, pertinent examples, conclusion (ii) the relationship between organizational design and thesis
- 10.7.E** Analyze characteristics and structures of argumentative: (i) clear arguable claim, appeals, and convincing conclusion (ii) various types of evidence + treatment of counterarguments, including concessions and rebuttals (iii) identifiable audience or reader

Author's Purpose and Craft

- 10.8.A** Analyze the author's purpose, audience, message within a text
- 10.8.B** Analyze use of text structure to achieve the author's purpose

Inquiry and Research

- 10.11.B** Critique the research process to implement changes
- 10.11.F** Synthesize information from a variety of sources;
- 10.11.H** Display academic citations
- 10.11.I** Use an appropriate mode of delivery to present results.

Ongoing TEKS = Literacy Routines

- 10.1.A, D** Engages in meaningful, respectful discourse; participates collaboratively, building on the ideas of others (includes conferencing)
- 10.2** Uses newly acquired vocabulary expressively through word study
- 10.3** Independently reads and self-selects texts
- 10.4** Use metacognitive skills to develop and deepen comprehension
- 10.5** Responds to increasingly challenging sources (includes ELA Interactive Ntbk)
- 10.7-8** Recognizes genre-specific characteristics, structures, and purposes across text; analyzes/applies author's craft purposefully to develop own products
- 10.9** Uses the writing process recursively to compose multiple texts (including peer & teacher conferencing)

Argumentative Writing w/Documented Research:

- 10.10.C** Compose argumentative texts using genre characteristics and craft

10.10 Student uses genre characteristics and craft to compose multiple texts that are meaningful

- Student-selected topic (argument) with focus on crafting words/sentences for a powerful effect
- Passion Research/Writing Project will be ready to publish (student-selected argument/cause and chooses several different genre pieces to publish)

10.9.B Writing Process: Develop drafts into a *focused, structured, and coherent piece in timed situations*

10.9.E Writing Process: Publish written work for appropriate audiences

Revision Focus:

10.9.C Revise drafts to **improve clarity**, development, organization, **style, diction, and sentence effectiveness**

Editing Focus:

- 10.9.D.i** A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments
- 10.9.D.ii** Consistent, appropriate use of verb tense; active and passive voice
- 10.9.D.v** Punctuation, including commas and semicolons

2020-2021 10th PAP ELA Year at a Glance

1st NINE Weeks

Targeted Reading TEKS

Foundational Language Skills (Through all reading)

- 10.1.A** Engage in meaningful, respectful discourse by listening actively, responding appropriately, adjusting communication to audience/purpose
- 10.1.B** Follow/give complex oral instructions to perform tasks, answer questions, or solve problems & complex processes
- 10.1.D** Participate collaboratively, building on others' ideas, contributing relevant information, building consensus, and setting ground rules for decision making
- 10.2.B** Analyze context to distinguish among denotative, connotative, and figurative meanings of words
- 10.3** Self-select text + read independently (for sustained periods)

Comprehension

- 10.4.A** Establish own purpose for reading
- 10.4.B** Generate questions about text (before, during, and after)
- 10.4.D** Create mental images to deepen understanding
- 10.4.E** Make connections to self, other texts, and society
- 10.4.G** Evaluate details read to understand key ideas
- 10.4.H** Synthesize info from two texts to create new understanding
- 10.4.I** Monitor comprehension and adjust: reread, use background knowledge, ask questions, annotate to help understanding

Response skills

- 10.5.A** Describe personal connections to variety of sources
- 10.5.C** Use text evidence and original commentary to support
- 10.5.D** Paraphrase and summarize texts in ways that maintain meaning and logical order
- 10.5.E** Interact w/sources (notetaking, annotating, freewriting, illustrating)
- 10.5.H** Respond orally or in writing with appropriate register and purposeful vocabulary, tone, and voice
- 10.5.I** Reflect on and adjust responses when valid evidence warrants
- 10.5.J** Defend/challenge authors' claims using relevant text evidence

Multiple genres – Informational & Argumentative

- 10.7.D.i-ii** Analyze characteristics/structural elements of informational texts
- 10.7.E.i-iii** Analyze char. and structural elements of argument. texts

Multiple genres – Poetry & Media (Visuals)

- 10.6.A** Analyze how themes develop through characterization and plot, incl. comparing similar themes
- 10.6.** Analyze how authors develop complex yet believable characters, incl. archetypes, through historical and cultural settings and events
- 10.7.B** Analyze effects of metrics; rhyme schemes, types of rhyme; conventions in poems across varied poetic forms
- 10.7.F** Analyze characteristics of multimodal and digital texts

Author's Purpose and Craft

- 10.8.A** Evaluate author's purpose, audience & message w/in text
- 10.8.D** Analyze how the author's use of language shapes/informs
- 10.8.E** Evaluate use of literary devices to achieve specific purposes
- 10.8.F** Analyze author's **diction**...contributing to mood, voice, and tone
- 10.8.G** Analyze purpose of rhetorical devices (i.e.shifts)

Inquiry & Research

- 10.11.A** Develop questions for formal and informal inquiry
- 10.11.I** Use appropriate mode of delivery to present results
- 10.11.E** Locate relevant sources
- 10.11.F,H** Synthesize info from variety of sources; citations, paraphrased/quoted text

Targeted Writing TEKS

Poem Writing

- 10.10.A** Compose Poetry using genre characteristics and craft
- 10.9.A-B** Use Writing Process – plan and develop focused, coherent draft, use appropriate organizing structure, engaging idea reflecting depth of thought, with specific details

Argumentative Writing

- 10.10.C** Compose Argumentative texts using genre characteristics & craft
- 10.9.A-B; 10.7.E.i-iii** Writing Process – plan and develop focused, coherent draft, use appropriate organizing structure, engaging idea reflecting depth of thought, with **clear thesis, relevant evidence, pertinent examples, + conclusion**

Revision Focus:

- 10.9.C** Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness

Editing Focus:

- 10.9.D.i** A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments
- 10.9.D.v** Punctuation, including commas and semicolons

Inquiry and Research (embedded)

- 10.11.F** Synthesize information from a variety of sources
- 10.11.H** Display academic citations...and avoid plagiarism

Analysis Writing – Poetry + Visual Media

- 10.5.B** Write responses demonstrating understanding of texts
- 10.5.C** Use text evidence and original commentary to support
- 10.7.F** Analyze characteristics of multimodal and digital
- 10.9.A-B** Writing Process – focused, coherent draft; engaging idea, with specific details, examples, commentary
- 10.9.C-D** Revise: (see above) and Edit: (see above)

Ongoing TEKS = Literacy Routines

- 10.1.A, D** Engages in meaningful, respectful discourse; collaborates
- 10.2** Uses newly acquired vocabulary expressively through word study
- 10.3** Independently reads and self-selects texts
- 10.4** Use metacognitive skills to develop and deepen comprehension
- 10.5** Responds to increasingly challenging sources
- 10.7-8** Recognizes genre-specific characteristics, structures, and purposes; analyzes/applies author's craft purposefully to own writing
- 10.9** Uses the writing process recursively to compose multiple texts (including peer & teacher conferencing)
- 10.11** Synthesizes, examines, cites researched sources

2020-2021 10th PAP ELA Year at a Glance

2nd NINE Weeks

Targeted Reading TEKS

Foundational Language Skills (Through all reading)

- 10.1.A** Engage in meaningful, respectful discourse by listening actively, responding appropriately, and adjusting comm.
- 10.1.D** Participate collaboratively, building on others' ideas, contributing relevant information, building consensus
- 10.2.A** Use resources to understand advanced vocabulary
- 10.3** Self-select text + read independently (for sustained pds)

Comprehension

- 10.4.A** Establish own purpose for reading
- 10.4.C** Make, correct, confirm predictions
- 10.4.D** Create mental images to deepen understanding
- 10.4.E** Make connections to self, other texts, and society
- 10.4.F** Make inferences, use evidence to support understanding
- 10.4.G** Evaluate details read to understand key ideas
- 10.4.H** Synthesize information to create new understanding
- 10.4.I** Monitor comprehension and adjust to help understanding

Response skills

- 10.5.B** Write responses that analyze texts (including comparing)
- 10.5.C** Use text evidence and original commentary to support
- 10.5.E** Interact w/sources (notetaking, annotating, freewriting, illustrating)
- 10.5.F** Respond using acquired content and academic vocabulary
- 10.5.G** Discuss, write about explicit and implicit text meaning
- 10.5.I** Reflect on and adjust responses when valid evidence warrants
- 10.5.J** Defend or challenge authors' claims using text evidence

Multiple genres – Lit NF (Memoir) + Fiction excerpts

- 10.6.A** Analyze how themes develop through characterization and plot, incl. comparing similar themes
- 10.6.B** Analyze how authors develop complex yet believable characters, incl. archetypes
- 10.6.C** Analyze isolated scenes and their contribution to plot
- 10.6.D** Analyze how hist./cultural settings influence char., plot, theme
- 10.7.E.i-iii** Analyze characteristics and structural elements of argumentative texts: clear arguable claim; appeals; convincing conclusion; various types of evidence; treatment of counterarguments (+ concessions and rebuttals); identifiable audience/reader

Author's Purpose and Craft

- 10.8.A** Analyze author's purpose, audience, and message
- 10.8.B-C** Analyze author's use of text structure, evaluate print/graphic features to achieve specific purposes
- 10.8.D** Analyze how author's use of language informs and shapes the perception of readers
- 0.8.B, E** Analyze author's use of text structure, literary devices to achieve specific purposes
- 10.8.F** Evaluate how author's diction & syntax affect tone
- 10.8.G** Analyze purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts

Inquiry & Research

- 10.11.A** Develop questions for formal and informal inquiry
- 10.11.E** Locate relevant sources
- 10.11.F,H** Synthesize info; display citations, paraphrased/quoted text

Targeted Writing TEKS

Persuasive Writing

- 10.10.C** Compose Argumentative texts using genre char. & craft
- 10.9.A-B; 10.7.E.i-iii** Writing Process – plan and develop focused, coherent draft, use appropriate organizing structure, engaging idea reflecting depth of thought, with clear thesis, relevant evidence, pertinent examples, + conclusion

Revision Focus:

- 10.9.C** Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness (parallelism + effective phrases/clauses)

Editing Focus:

- 10.9.D.i** A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments
- 10.9.D.v** Punctuation, including commas and semicolons

Analysis Writing

- 10.5.B** Write responses demonstrating understanding of texts
- 10.5.C** Use text evidence and original commentary to support
- 10.9.A-B** Writing Process – focused, coherent, w/appropriate organization, specific details, examples, commentary
- 10.9.C-D** Revise: (see above) and Edit: (see above)

Ongoing TEKS = Literacy Routines

- 10.1.A, D** Engages in meaningful, respectful discourse; collaborates
- 10.2** Uses newly acquired vocabulary expressively through word study
- 10.3** Independently reads and self-selects texts
- 10.4** Use metacognitive skills to develop and deepen comprehension
- 10.5** Responds to increasingly challenging sources
- 10.7-8** Recognizes genre-specific characteristics, structures, and purposes; analyzes/applies author's craft purposefully to own writing
- 10.9** Uses the writing process recursively to compose multiple texts (including peer & teacher conferencing)
- 10.11** Synthesizes, examines, cites researched sources

2020-2021 10th PAP ELA Year at a Glance

3rd NINE Weeks

Targeted Reading TEKS

Foundational Language Skills (*Through all reading*) 10.1.A

Engage in meaningful, respectful discourse by listening actively, responding appropriately, and adjusting comm.

10.1.D Participate collaboratively, building on others' ideas, contributing relevant information, building consensus

10.2.A Use resources to understand advanced vocabulary

10.2.B Analyze context to distinguish denotative, connotative, fig. meanings of words

10.2.C Determine meaning of foreign words/phrases

Comprehension

10.4.B **Generate questions** about text (before, during, and after)

10.4.C **Make, correct, confirm predictions** using text features, genre characteristics, and structures

10.4.D **Create mental images** to deepen understanding

10.4.E **Make connections** to self, other texts, and society

10.4.F **Make inferences**, use evidence to support understanding

10.4.G **Evaluate details** read to understand **key ideas**

Response skills

10.5.C Use text evidence and original commentary to support

10.5.D Paraphrase and summarize texts in ways that maintain meaning and logical order

10.5.E Interact w/sources (notetaking, annotating, freewriting, illustrating)

10.4.F **Make inferences** & use evidence to support understanding

10.4.G **Evaluate details** read to understand **key ideas**

10.4.I **Monitor comprehension and adjust:** reread, use background knowledge, ask quest., annotate to help understanding

10.5.I Reflect & adjust responses when valid evid. warrants

10.5.J Defend or challenge authors' claims using text evidence

Multiple genres – Fiction w/Argumentative pairings

10.6.A Analyze how themes develop through characterization and plot

10.6.B Analyze how authors develop complex yet believable characters, incl. archetypes

10.6.C Analyze isolated scenes and their contribution to plot

10.6.D Analyze how hist./cult. settings influence char., plot, and theme

10.7.A Read and respond to American, British, and world lit.

10.7.E.i-iii Analyze characteristics & structure of argumentative texts: clear claim; appeals; convincing conclusion; types of evidence; counterarguments (concessions/rebuttals); identifiable audience/reader

Multiple genres – Drama Study (*longer British work*)

10.7.C Analyze function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire

10.6.C Analyze isolated scenes and their contribution to plot

10.7.B Analyze effects of metrics; rhyme schemes, types of rhyme (end, internal, slant, and eye); poetic conventions

Author's Purpose and Craft

10.8.A Analyze author's purpose, audience, and message

10.8.B Analyze author's use of text structure for specific purposes

10.8.D Analyze how author's use of lang. informs/ shapes perception

10.8.F Evaluate how author's diction & syntax affect tone

10.8.G Analyze purpose of rhetorical devices such as appeals, parallelism, and shifts and the effects of logical fallacies

Targeted Writing TEKS

Analysis Writing

10.5.B Write responses demonstrating understanding of texts

10.5.C Use text evidence and original commentary to support

10.9.A-B Writing Process – focused, coherent, w/appropriate organization, specific details, examples, commentary

10.9.C-D **Revise and Edit:** (see below)

Poem Writing (Sonnet)

10.10.A **Compose Poetry** using genre characteristics and craft

10.9.A-B **Use Writing Process** – plan and develop focused, coherent draft, use appropriate organizing structure, engaging idea reflecting depth of thought, with specific details

Argumentative Writing

10.10.C **Compose Argumentative texts** w/genre char. & craft

10.9.A-B; 10.7.E.i-iii **Writing Process** – plan and develop focused, coherent draft, use appropriate organizing structure, engaging idea reflecting depth of thought, with clear thesis, relevant evidence, pertinent examples, + conclusion

Revision Focus:

10.9.C Revise drafts to **improve clarity, development, organization, style, diction, and sentence effectiveness (parallelism + effective phrases/clauses)**

Editing Focus:

10.9.D.i A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments

10.9.D.v Punctuation, including commas and semicolons

Ongoing TEKS = Literacy Routines

10.1.A, D Engages in meaningful, respectful discourse; collaborates

10.2 Uses newly acquired vocabulary expressively through word study

10.3 Independently reads and self-selects texts

10.4 Use metacognitive skills to develop and deepen comprehension

10.5 Responds to increasingly challenging sources

10.7-8 Recognizes genre-specific characteristics, structures, and purposes; analyzes/applies author's craft purposefully to own writing

10.9 Uses the writing process recursively to compose multiple texts (including peer & teacher conferencing)

10.11 Synthesizes, examines, cites researched source

2020-2021 10th PAP ELA Year at a Glance

4th NINE Weeks

Targeted Reading TEKS

Foundational Language Skills (Through all reading)

- 10.1.A** Engage in meaningful, respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes
- 10.2.B** Analyze context to distinguish among denotative, connotative, and figurative meanings of words
- 10.2.C** Determine meaning of foreign words/phrases **used** frequently in English
- 10.3** Self-select text + read independently (for sustained pds)
- 10.1.D** Participate collaboratively, building on others' ideas, contributing relevant information, building consensus, and setting ground rules for decision making
- 10.2.B** Analyze context to distinguish among denotative, connotative, and figurative meanings of words

Comprehension

- 10.4.A** Establish own purpose for reading
- 10.4.B** Generate questions about text (before, during, and after)
- 10.4.C** Make, correct, confirm predictions
- 10.4.E** Make connections to self, other texts, and society
- 10.4.F** Make inferences & use evidence to support understanding
- 10.4.G** Evaluate details read to understand **key ideas**
- 10.4.H** Synthesize information to create new understanding
- 10.4.I** Monitor comprehension and adjust to help understanding

Response skills

- 10.5.C** Use text evidence and original commentary to support
- 10.5.D** Paraphrase and summarize texts (meaning/ log. order)
- 10.5.E** Interact w/sources (notetaking, annotating, freewriting, illustrating)
- 10.5.G** Discuss, write about explicit and implicit text meaning
- 10.5.I** Reflect on and adjust responses when valid evidence warrants
- 10.5.J** Defend or challenge authors' claims using text evidence

Multiple genres – Fiction, Informational, Argumentative

- 10.6.A-D** Analyze literary elements - theme, characters, isolated scenes, historical/cultural settings
- 10.7.A** Read and respond to American, British, and world lit.
- 10.7.D** Analyze characteristics, structural elements of informational text
- 10.7.E** Analyze characteristics, structural elements of argumentative text
- 10.7.C** Analyze function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire
- 10.7.B** Analyze effects of metrics; rhyme schemes, types of rhyme (end, internal, slant, and eye); poetic conventions across poetic forms

Author's Purpose and Craft

- 10.8.A** Analyze author's purpose, audience, and message
- 10.8.B-C** Analyze author's use of text structure, evaluate print/graphic features to achieve specific purposes
- 10.8.D** Analyze how author's diction & syntax for mood and tone
- 10.8.E** Analyze the use of literary devices - irony, sarcasm, motif - to achieve specific purposes
- 10.8.F** Analyze how author's diction & syntax affect mood, voice, tone
- 10.8.G** Analyze purpose of rhet. devices & effects of logical fallacies

Targeted Writing TEKS

Analysis Writing

- 10.5.B** Write responses demonstrating understanding of texts
- 10.5.C** Use text evidence and original commentary to support
- 10.9.A-B Writing Process** – focused, coherent, w/appropriate organization, specific details, examples, commentary
- 10.9.C** **Revise:** improve clarity, development, organization, style, diction, parallelism and effective phrases/clauses
- 10.9.D** **Edit:** dem. command of English conventions (see 10.9.D.i-vi)

Argumentative Writing (STAAR Review)

- 10.10.C** **Compose Argumentative texts** using genre char & craft
- 10.9.A-B; 10.7.Ei-iii Writing Process** – plan and develop focused, coherent draft, use appropriate organizing structure, engaging idea reflecting depth of thought, with clear thesis, relevant evidence, pertinent examples, + conclusion

Revision Focus:

- 10.9.C** Revise drafts to **improve clarity, development, organization, style, diction, and sentence effectiveness (parallelism + effective phrases/clauses)**

Editing Focus:

- 10.9.D.i** A variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments
- 10.9.D.v** Punctuation, including commas and semicolons

Inquiry and Research Project

- 10.11.E** Locate relevant sources
- 10.11.F** Synthesize information from a variety of sources
- 10.11.H** Display academic citations...and avoid plagiarism
- 10.11.I** Use an appropriate mode of delivery - written, oral, or multimodal - to present results
- 10.1.C** Give a formal presentation: clear thesis, logical progression of valid evidence from reliable sources; eye contact, speak w/pauses for effect, volume, enunciation, purposeful gestures, & communicate ideas effectively.

Ongoing TEKS = Literacy Routines

- 10.1.A, D** Engages in meaningful, respectful discourse; collaborates
- 10.2** Uses newly acquired vocabulary expressively through word study
- 10.3** Independently reads and self-selects texts
- 10.4** Use metacognitive skills to develop and deepen comprehension
- 10.5** Responds to increasingly challenging sources
- 10.7-8** Recognizes genre-specific characteristics, structures, and purposes; analyzes/applies author's craft purposefully to own writing
- 10.9** Uses the writing process recursively to compose multiple texts (including peer & teacher conferencing)
- 10.11** Synthesizes, examines, cites researched sources