

10th Grade English Language Arts BLUEPRINT—IF4

Anchor Standards= one set of broad standards applied K-12

Explicit Standards= explicitly addressed skills *assessed* for mastery during this specific instructional focus

Implicit Standards= underlying skills that students need to have in order to be successful with the explicit standards

“Together anchor and grade level standards define the skills and understanding that all students must demonstrate.”
(*Common Core Strategies Flip Chart*, 2010).

**** The red standard(s) mean the SD Disaggregated template is not complete.**

Suggested Time	Instructional Focus 4 (E10IF4)	CCSS English Language Arts Content	Anchor Standards Specific to this Focus	Content
6 weeks	<p>In this IF, students will engage in reading, writing, and discussion activities designed around elements of arguments. Students will read informational texts to determine author’s point of view, purpose, and validity of evidence. They will analyze the rhetoric, credibility and accuracy of the written argument. Students will have collaborative discussions in which they analyze spoken and written arguments. Using the writing process, students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Students will demonstrate command of style, tone, and norms of argumentation in writing and speaking. To complete the writing process, students will use technology to produce a final product.</p> <p>Possible Focus Title: <u>Reading for</u></p>	<p>EXPLICIT STANDARDS RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says 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 the text. RI.9-10.3 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. 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.9-10.6 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</p>	<p>Reading:</p> <p>Key Ideas and Details</p> <p>R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>R.CCR.3 Analyze how and why individuals, events, and</p>	<p>myOER:</p> <p>Myth and Truth: The Gettysburg Address</p> <p>Propaganda Techniques in Literature and online Political Ads</p> <p>Analyzing an Issue From Three Perspectives – Smoking in Public Places</p> <p>Lesson examples above address at least one (or more) of the Common Core State Standards included in this Instructional Focus. To find more lessons for this instructional focus, please use the Advanced</p>



Adapted from Lyon County School District, 2012, <http://www.lyon.k12.nv.us>



	<p><u>Argumentative Writing</u></p>	<p>purpose. <u>RI.9-10.8</u> 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. <u>RI.9-10.10</u> 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. <u>W.9-10.1</u> 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. <u>W.9-10.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>W.9-10.5</u> 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</p>	<p>ideas develop and interact over the course of a text.</p> <p><u>Craft and Structure</u></p> <p><u>R.CCR.5</u> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p><u>R.CCR.6</u> Assess how point of view or purpose shapes the content and style of a text.</p> <p><u>Integration of Knowledge and Ideas</u></p> <p><u>R.CCR.8</u> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p><u>Range of Reading and Level of Text Complexity</u></p> <p><u>R.CCR.10</u> Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><u>Writing</u></p> <p><u>Text Types and Purposes</u></p>	<p>Search and type the keyword – E10IF4.</p> <p><u>Teacher Ideas/Links:</u></p>
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		<p>partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>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.</p> <p>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, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5 Make strategic use of digital media</p>	<p>support analysis, reflection, and research.</p> <p><u>Range of Writing</u></p> <p><u>W.CCR.10</u> 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.</p> <p><u>Speaking and Listening</u></p> <p><u>Comprehension and Collaboration</u></p> <p><u>SL.CCR.1</u> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><u>SL.CCR.2</u> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>SL.CCR.3</u> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p><u>Presentation of Knowledge and Ideas</u></p>	
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		<p>(e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.9-10.6 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 on pages 54 for specific expectations.)</p> <p>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.*</p> <p>L.9-10.2 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>L.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>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 a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p><u>SL.CCR.4</u> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p><u>SL.CCR.5</u> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p><u>SL.CCR.6</u> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><u>Language</u></p> <p><u>Conventions of Standard English</u></p> <p><u>L.CCR.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><u>L.CCR.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><u>Knowledge of Language</u></p>	
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