Reading/Language
10th Grade Common Core

ENG 401, 402 English (World Literature)

> 1 credit
> 5 days per week; 2 semesters
> Taught in English

This is a **required course for all 10th grade students** in both the Mexican and/or U.S. diploma program. Students will continue working with the writing process and strengthening their understanding of the grammar and mechanics of the English language. In this course students do a great deal of writing that builds on their critical thinking skills. Students will read poetry, drama, short stories and literature. Students are expected to read grade level texts and participate in collaborative conversations that allow them to analyze the texts and provide evidence for their arguments.

Textbook:	Beers, Kylene, el al. Elements of Literature – Fourth Course. Holt, Rinehart, and Winston: Austin, Texas, (2009 Edition)
Prerequisite:	ENG 300

Strand 1 = Literature

Strand 2 = Informational Text

Strand 3 = Writing

Strand 4 = Speaking and Listening

Strand 5 = Language

Code: Common Core State Standards. English Language Arts-Strand.Standard#

Example: CCSS.ELA-Literacy.RL.10.1= Common Core State Standards. English Language Arts-Reading Literacy.10.1

Strand 1: Literature

Standard 1: The student reads closely to identify key ideas and details in literature.

Benchmark Code	Benchmark
CCSS.ELA-Literacy.RL.10.1	The student will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.10.2	The student will determine a theme or 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 detail; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.10.3	The student will 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.

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Standard 2: The student identifies the craft and structure of a story or selection.	
Benchmark Code	Benchmark
CCSS.ELA-Literacy.RL.10.4	The student will determine the meaning of words and phrases as they are used in a text, including figurative and connotative meaning; 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).
CCSS.ELA-Literacy.RL.10.5	The student will 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.
CCSS.ELA-Literacy.RL.10.6	The student will 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.

Standard 3: The student integrates knowledge and ideas in literature.	
Benchmark Code	Benchmark
CCSS.ELA-Literacy.RL.10.7	The student will 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 Museé des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus).*
CCSS.ELA-Literacy.RL.10.9	The student will analyze on 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).

Standard 4: The student increases own range of reading and level of text complexity in literature.	
Benchmark Code	Benchmark
CCSS.ELA-Literacy.RL.10.10	The student will read and comprehend literature, including stories, dramas, and poems, in the grade 10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Strand 2: Informational Texts

Standard 1: The student reads closely to identify key ideas and details in informational text.	
Benchmark Code	Benchmark
CCSS.ELA-Litercy.RI.10.1	The student will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RI.10.2	The student will 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.

CCSS.ELA-Literacy.RI.10.3	The student will 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, the connections that are drawn between them.

Standard 2: The student identifies the craft and structure of an informational text.	
Benchmark Code	**Benchmark**
CCSS.ELA-Literacy.RI.10.4	The student will 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).
CCSS.ELA-Literacy.RI.10.5	The student will 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).
CCSS.ELA-Literacy.RI.10.6	The student will determine an author's point of view or purpose in a text and analyze how the author uses rhetoric to advance that point of view or purpose.

Standard 3: The student integrates knowledge and ideas in informational text.	
Benchmark Code	**Benchmark**
CCSS.ELA-Literacy.RI.10.7	The student will 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.
CCSS.ELA-Literacy.RI.10.8	The student will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identity false statements and fallacious reasoning.
CCSS.ELA-Literacy.RI.10.9	The student will 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.

Standard 4: The student increases own range of reading and level of text complexity in literature.	
Benchmark Code	**Benchmark**
CCSS.ELA-Literacy.RI.10.10	The student will read and comprehend literary nonfiction at the high end of the grade 10 text complexity band proficiently with scaffolding as needed on the high end of the range.

Strand 3: Writing

Standard CCSS.ELA-Literacy.W.10.1: The student writes arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Benchmark Code	Benchmark
CCSS.ELA-Literacy.W.10.1.A	The student will 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.
CCSS.ELA-Literacy.W.10.1.B	The student will 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 concern.
CCSS.ELA-Literacy.W.10.1.C	The student will 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.
CCSS.ELA-Literacy.W.10.1.D	The student will establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.W.10.1.E	The student will provide a concluding statement or section that follows from and supports the argument presented.

Standard CCSS.ELA-Literacy.W.9.2: The student writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Benchmark Code	Benchmark
CCSS.ELA-Literacy.W.10.2.A	The student will introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.W.10.2.B	The student will develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CCSS.ELA-Literacy.W.10.2.C	The student will use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
CCSS.ELA-Literacy.W.10.2.D	The student will use precise language and domain-specific vocabulary to manage the complexity of the topic.
CCSS.ELA-Literacy.W.10.2.E	The student will establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.W.10.2.F	The student will provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Standard CCSS.ELA-Literacy.W.9.3: The student writes narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Benchmark Code	Benchmark
CCSS.ELA-Literacy.W.10.3.A	The student will 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.
CCSS.ELA-Literacy.W.10.3.B	The student use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
CCSS.ELA-Literacy.W.10.3.C	The student will use a variety of techniques to sequence events so they build on one another to create a coherent whole.
CCSS.ELA-Literacy.W.10.3.D	The student will use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CCSS.ELA-Literacy.W.10.3.E	The student will provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Standard 2: Production and Distribution of Writing

Benchmark Code	Benchmark
CCSS.ELA-Literacy.W.10.4	The student will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.10.5	The students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how addressing what is most significant for a specific purpose and audience.
CCSS.ELA-Literacy.W.10.6	The student will use technology, including the internet, to produce and 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.

Standard 3: Research to Build and Present Knowledge

Benchmark Code	Benchmark
CCSS.ELA-Literacy.W.10.7	The student will 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.

CCSS.ELA-Literacy.W.10.8	The students will 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.
CCSS.ELA-Literacy.W.10.9	The student will draw evidence from literary or informational texts to support analysis, reflection, and research.

Standard 4: Range of Writing	
Benchmark Code	Benchmark
CCSS.ELA-Literacy.W.10.10	The student will 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 discipline-specific tasks, purposes, and audiences.

Strand 4: Speaking and Listening

Standard 1: The student effectively applies listening and speaking strategies.	
Benchmark Code	Benchmark
CCSS.ELA-Literacy.SL.10.1.A	The student will come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue or stimulate a thoughtful, well-reasoned exchange of ideas.
CCSS.ELA-Literacy.SL10.1.B	The student will 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.
CCSS.ELA-Literacy.SL.10.1.C	The student will 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.
CCSS.ELA-Literacy.SL.10.1.D	The student will 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.
CCSS.ELA-Literacy.SL.10.2	The student will integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
CCSS.ELA-Literacy.SL.10.3	The student will evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CCSS.ELA-Literacy.SL.10.4	The student will 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.
CCSS.ELA-Literacy.SL.10.5	The student will make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of finding reasoning, and evidence and to add interest.
CCSS.ELA-Literacy.SL.10.6	The student will adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Strand 5: Language

Standard 1: Language Conventions: The student will demonstrate command of the conventions of standard English grammar/ usage and capitalization, punctuation, and spelling when writing when writing or speaking.

Benchmark Code	Benchmark
CCSS.ELA-Literacy.L.10.1.A	The student will use parallel structure.
CCSS.ELA-Literacy.L.10.1.B	The student will 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.
CCSS.ELA-Literacy.L.10.2.A	The student will use a semicolon (and perhaps a consecutive adverb) to link two or more closely related independent clauses.
CCSS.ELA-Literacy.L.10.2.B	The student will use a colon to introduce a list or quotation.
CCSS.ELA-Literacy.L.10.2.C	The student will spell correctly.

Standard 3: Knowledge of Language

Benchmark Code	Benchmark
CCSS.ELA-Literacy.L.10.3 A	The student will write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.

Standard 4: Vocabulary Acquisition and Use. The student determines the meaning of unknown words and phrases, understands word relationships in own meaning, and uses acquired words and phrases.

Benchmark Code	Benchmark
CCSS.ELA-Literacy.L.10.4.A	The student will 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.

CCSS.ELA-Literacy.L.10.4.B	The student will identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy).*
CCSS.ELA-Literacy.L.10.4.C	The student will consult 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, or its etymology.
CCSS.ELA-Literacy.L.10.4.D	The student will verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CCSS.ELA-Literacy.L.10.5.A	The student will interpret figures of speech (e.g., *euphemism, oxymoron)* in context and analyze their role in the text.
CCSS.ELA-Literacy.L.10.5.B	The student will analyze nuances in the meaning of words with similar denotations.
CCSS.ELA-Literacy.L.10.6	The student will 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.