

APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

SUBJECT: Writing

GRADE: 10

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			

TIMELINE: Semester 1

<p>Strand: Writing Text Types and Purposes: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. C M 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. C M 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 M 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. C M 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. C M e. Provide a concluding statement or section that follows from and supports the argument presented. C M</p>	<p>I can write an argument using valid reasoning and sufficient evidence to support claims in topics or texts.</p> <p>I can introduce precise claims, distinguish my claims from opposing claims, and create an organization that establishes clear relationships.</p> <p>I can develop claim(s) and counterclaims sequentially with relevant evidence. I can point out strengths and limitations that anticipate the audience's knowledge level and concerns.</p> <p>I can use words, phrases and clauses to link the major sections of a text to create cohesion and clarify relationships (syntax).</p> <p>I can establish and maintain a formal style and objective tone in my writing.</p> <p>I can provide a concluding statement or section which supports the argument presented.</p>	<p>Application Analysis</p> <p>Comprehension Application</p> <p>Comprehension Application Synthesis</p> <p>Comprehension Application</p> <p>Application</p> <p>Application Evaluation</p>	<p>Analysis Argument Claim Conclusion Convention Counterclaim Critical Review Evidence Persuasive Supportive statement Syntax Tone</p>
---	--	---	--

Colorado SS: W.1a-e

APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

SUBJECT: Writing

GRADE: 10

Strand/Concept Student Expectation	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
<p>Strand: Writing Text Types and Purposes: 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. M</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. M</p> <p>b. 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. M</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. C M</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. M</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. C</p> <p>f. 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). C M</p>	<p>I can write an informative/ explanatory text which examines and conveys complex ideas/information through effective selection, organization and analysis of content.</p> <p>I can introduce a topic and organize new elements to create a unified whole.</p> <p>I can use multimedia when it is useful to aid in comprehension.</p> <p>I can select the most significant facts to develop a topic which will be appropriate to the audience's knowledge level of the topic.</p> <p>I can use transitions and syntax to link sections, create cohesion, and clarify complex ideas to the major section of the text.</p> <p>I can use precise language, vocabulary, figurative language to manage the complexity of a topic.</p> <p>I can establish and maintain a formal style and objective tone while following the standards of the subject for which I am writing.</p> <p>I can write a concluding statement/section reflective of the information presented in the text.</p>	<p>Application Synthesis Analysis Comprehension Knowledge</p>	<p>Analysis Assessment Citation Comparison Complexity Concluding statement Contrast Convention Figurative language Formal style Genre Literary Nonfiction Nonfiction Objective tone Reflective Summary Syntax Theme Transition</p>
<p>Colorado SS: W.2a-f</p> <ol style="list-style-type: none"> Choose and develop an effective appeal Collect, organize, and evaluate materials to support ideas Revise writing by evaluating relationship of central idea, evidence, and organizational pattern Explain how writers use organization and details to communicate their purposes Present writing to an authentic audience and gauge effect on audience for intended purpose 			

APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

SUBJECT: Writing

GRADE: 10

Strand/Concept Student Expectation	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
<p>Strand: Language Conventions of Standard English: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. C M a. Use parallel structure. C M 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. C M</p>	<p>I can demonstrate proper usage of the eight parts of speech in writing and speaking.</p> <p>I can write using parallel structure.</p> <p>I can use various types of phrases and clauses to convey specific meanings and add interest to writing or presentations.</p>	<p>Knowledge Comprehension Application</p> <p>Application Comprehension Application</p>	<p>Absolute phrases Adjective clauses Adjectives Adverbs Articles Clauses Conjunctions Gerund phrases Gerunds Interjections Nouns Parallel Structure Parallelism Participial phrases Participles Prepositions Pronouns Sentence structure Tone Verb Tense Verbs</p>
<p>Colorado SS: Distinguish between the active and passive voice and write in the active voice L.1a-b</p>			

APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

SUBJECT: Writing

GRADE: 10

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			

<p>Strand: Language Conventions of Standard English: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C M a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. C M b. Use a colon to introduce a list or quotation. C M c. Spell correctly. C M</p>	<p>I can use capitalization and punctuation correctly. I can spell correctly when writing I can use a semicolon to link two or more related independent clauses.</p> <p>I can use a colon to introduce a list or quotation. I can spell correctly.</p>	<p>Knowledge Comprehension Application</p>	<p>Capitalization Cause and effect Colon Comma Dashes Quotation Quotation Marks Reciprocal pronouns Semicolon Sentence variety Spelling</p>
---	---	--	---

<p>Colorado SS: L.2a-c</p>			
-----------------------------------	--	--	--

APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

SUBJECT: Writing

GRADE: 10

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			
<p>Strand: Language Standards Vocabulary Acquisition and Use 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. M a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. M b. Analyze nuances in the meaning of words with similar denotations. M</p>	<p>I understand how to use figurative language, word relationship and nuances in word meaning. I can use similes, metaphors, personification, idioms, alliteration, oxymorons, and onomatopoeia in writing.</p> <p>I can find relationships between words to better understand them.</p>	<p>Comprehension Synthesis Analysis</p>	<p>Alliteration Analogies Connotation Denotation Etymology Euphemism Idioms Latin Roots Metaphors Onomatopoeia Oxymoron Personification Sentence Structure Similes</p>

Colorado SS: L.5a-b

8th grade i-Ready lessons:

(5a): Figurative Language and Allusions

(5b): Understanding Relationships Between Words

APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

SUBJECT: Writing

GRADE: 10

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			

RESOURCES AND NOTES FOR SEMESTER 1:

APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

SUBJECT: Writing

GRADE: 10

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			

TIMELINE: Semester 2

<p>Strand: Writing Text Types and Purposes 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. C M</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. C M</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C M</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. C M</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. C M</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. C M</p>	<p>I can write a narrative to develop real or imagined events.</p> <p>I can use effective techniques, details, and sequences to develop a well-structured event.</p> <p>I can engage and orient the reader by setting out a problem, using multiple strategies to organize information and to establish one or multiple points of view.</p> <p>I can introduce a narrator or characters and create a smooth progression of events.</p> <p>I can use multiple narrative techniques such as: dialogue, pacing, description, reflection and multiple plot lines to develop character and/or events.</p> <p>I can use a variety of techniques to sequence events so that they build on one another.</p> <p>I can use a variety of techniques to create a coherent whole.</p> <p>I can use precise words and vivid details to create a clear picture of events, setting, and characters.</p> <p>I can provide a conclusion that follows from and reflects on the narrated events.</p>	<p>Application Knowledge Comprehension</p>	<p>Analysis Audience Character Citation Claims Conflict Credibility Delineate Description Dialogue Fallacious Inference Inquiry Investigation Literary analysis Multiple Sources Pacing Plagiarism Plot Line Reasoning Reflection Research Review Revise Script Sequel Short Story Synthesize</p>
---	--	--	--

Colorado SS: W.3a-e

1. Write literary and narrative texts using a range of stylistic devices (poetic techniques, figurative language, imagery, graphic elements) to support the presentation of implicit or explicit theme
2. Use a variety of strategies to evaluate whether the writing is presented in a creative and reflective manner (e.g., reading the draft aloud, seeking feedback from a reviewer, scoring guides)
3. Revise texts using feedback to enhance the effect on the reader and clarify the presentation of implicit or explicit theme

APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

SUBJECT: Writing

GRADE: 10

Strand/Concept Student Expectation	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
<p>Strand: Writing Text Types and Purposes (continued)</p> <p>4. 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.) M</p> <p>5. 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.) C M</p> <p>6. 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. C M</p> <p>7. 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. M</p>	<p>I can produce clear coherent writing which is appropriate for the 10th grade task, purpose and audience.</p> <p>I can develop and strengthen my writing by planning, revising, editing, and/or trying new approaches. I can focus on what is most significant for purpose and audience.</p> <p>I can use technology to publish writing, update individual or shared writing products, and link to other information in a document. I can display information flexibly and dynamically.</p> <p>I can conduct a sustained research project and focus an inquiry on a problem, a question and/or solve a problem. I can narrow or broaden my search when appropriate. I can synthesize multiple sources on a subject and demonstrate what I know of the subject under investigation.</p>	<p>Application Evaluation</p> <p>Knowledge Application Analysis Evaluation</p> <p>Comprehension Application</p> <p>Comprehension Application</p>	
<p>Colorado SS: W.4, W.5, W.6, W.7</p> <ol style="list-style-type: none"> 1. Formulate research questions that are clear and precise 2. Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness 3. Distinguish between types of evidence (e.g., expert testimony, analogies, anecdotes, statistics) and use a variety of types to support a particular research purpose 4. Use in-text parenthetical citations to document sources of quotations, paraphrases and information 			

APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

SUBJECT: Writing

GRADE: 10

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			

<p>Strand: Writing Text Types and Purposes (continued) 8. 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. M</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research. M a. Apply <i>grades 9-10 Reading standards</i> 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]”). M b. Apply <i>grades 9-10 Reading standards</i> 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”). M</p>	<p>I can gather information from multiple sources (print and digital) and assess credibility and accuracy of those sources. I can integrate information into a text while maintaining a flow of ideas and avoiding plagiarism. I can follow a standard format for citation of my work.</p> <p>I can support an analysis, reflection, and research with evidence from literary or informational texts. I can support an analysis, reflection, and research with evidence from literary or informational texts.</p> <p>I can identify false statements and misleading reasoning in a text.</p>	<p>Knowledge Comprehension Synthesis</p> <p>Comprehension Analysis Synthesis Application Evaluation</p>	
---	---	---	--

Colorado SS: W.8, W.9a-b

1. Analyze the logic (including assumptions and beliefs) and use of evidence (existing and missing information, primary sources, and secondary sources) used by two or more authors presenting similar or opposing arguments (such as articles by two political columnists that address the same issue)
2. Evaluate the accuracy of the information in a text, citing text-based evidence, author’s use of expert authority, and author’s credibility to defend the evaluation

APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

SUBJECT: Writing

GRADE: 10

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			
<p>Strand: Writing Range of Writing 10. 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. M</p>	<p>I can write for a range of time, tasks, purposes and audiences.</p>	<p>Application Evaluation</p>	<p>Analysis Audience Author's purpose Compare/ Contrast Inference Persuasive Reflection</p>
<p>Colorado SS: W.10</p>			
<p>Strand: Language Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. CM a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type. C M</p>	<p>I can apply proper language conventions, knowledge of varying sentence patterns to understand language when reading or listening.</p> <p>I can write and edit work that conforms to guidelines in a style manual.</p>	<p>Knowledge Comprehension</p> <p>Comprehension Application Synthesis</p>	<p>APA Language conventions MLA Peer-editing Quotations Sentence patterns Style Tone</p>
<p>Colorado SS: L.3a</p>			

APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

SUBJECT: Writing

GRADE: 10

Strand/Concept Student Expectation	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
<p>Strand: Language Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. C M</p> <p>a. 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. C M</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). M</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. C M</p> <p>d. 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). C M</p>	<p>I can use context clues to determine or clarify the meaning of a word.</p> <p>I can use context clues to determine the meaning of a word or phrase.</p> <p>I can identify and use patterns of word changes that indicate different meanings or parts of speech.</p> <p>I can use print and electronic references to determine the origin, pronunciation or part of speech of a word.</p> <p>I can use print or electronic reference materials to determine the meaning of a word or phrase.</p>	<p>Knowledge Comprehension Application</p> <p>Comprehension Application Analysis</p> <p>Comprehension Application Analysis Knowledge Application Analysis Evaluation</p> <p>Knowledge Comprehension Application Analysis Synthesis</p>	<p>Context Context clues Domain-specific words Etymology Foreign Words used in English Greek and Latin roots Inference Latin and Greek roots Precise Language Prefixes Suffixes</p>

Colorado SS: L.4a-d

8th grade i-Ready lessons:

(4a and 4d): Determining Word Meaning from Context Clues; Using Greek and Latin Roots and Affixes

(4b): Using Greek and Latin Roots and Affixes

(4c): Determining Word Meaning from Context Clues

APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

SUBJECT: Writing

GRADE: 10

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			

<p>Strand: Language Vocabulary Acquisition and Use (continued) 6. 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. C M</p>	<p>I can gather information for understanding vocabulary and its importance to comprehension or expression, at a college and career readiness level.</p>	<p>Knowledge Comprehension Application Analysis Synthesis</p>	
--	--	---	--

<p>Colorado SS: L.6</p> <p>8th grade i-Ready lessons:</p> <p>Determining Word Meaning from Context Clues; Understanding Connotative Meanings; Understanding Relationships Between Words</p>			
---	--	--	--

APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

SUBJECT: Writing

GRADE: 10

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			

RESOURCES AND NOTES FOR SEMESTER 2: