

## PCI Pacing Guide: 10<sup>th</sup> Grade English

### UNIT FOUR

CONTENT AREA SKILLS (tested on Benchmark Exam)

\*All must be supported with textual evidence\*

Author's Purpose <i>Determine author's point of view</i> Analyze author's use of rhetoric to motivate readers <i>Determine and/or summarize central or main idea</i> Word meaning in context	Make inferences to determine theme <i>Identify details that support theme</i> Evaluate effect of flashbacks (or other narrative devices) <i>Analyze character development</i>	Use knowledge of text structure to evaluate and compare story development <i>Analyze and explain connections across texts</i> Performance Task: Narrative Story (must have theme, narrator, strong characters, narrative techniques like dialogue and description, and a solid text structure)
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Week	Materials/Selection	Full Text	Learning Targets	Writing Type	Prompt Options I. = Grade Level / II. & III. = Differentiated
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Study Sync Unit 4: "The Human Connection"

10	"The Book Thief"	<b>Grade Level:</b> Night <b>Alternate:</b> The Book Thief	<ul style="list-style-type: none"> <li>•Analyze unconventional structure of narrative</li> <li>•Analyze impact of shifts from poetry to prose on author's craft/purpose</li> </ul>	Informative/Explanatory	ALL: See StudySync (Differentiate by specifying shorter or longer writing requirement)
11	"Catch the Moon"	<b>Grade Level:</b> Night <b>Alternate:</b> The Book Thief	<ul style="list-style-type: none"> <li>•Understand characters' motivations</li> <li>•Analyze characters' changes and how they influence actions of and interactions with other characters</li> <li>•Understand the importance of cultural references to the theme(s)</li> </ul>	Informative/Explanatory	ALL: See StudySync
12	"An American Childhood"	<b>Grade Level:</b> Night <b>Alternate:</b> The Book	<ul style="list-style-type: none"> <li>•Identify and interpret figurative language—idioms, metaphors, similes, etc.</li> <li>•Analyze impact of figurative</li> </ul>		II. & III: The narrator shows a particular awareness of sounds, finding deeper meaning in them. Think of an everyday

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		<u>Thief</u>	language in literary nonfiction •		<p>sound that you find significant. In a 1-2 page essay:</p> <ul style="list-style-type: none"> <li>•Use figurative language to describe the sound</li> <li>•Explain how you discovered this sound and why it has special meaning to you.</li> <li>•Use quotations from the essay to support your ideas and to compare Dillard’s experience to your own.</li> </ul> <p>I.</p> <p>All of the above PLUS:</p> <ul style="list-style-type: none"> <li>•Conclude your writing with your own ideas about how sounds like these help us become aware of our lives and give us a sense of being.</li> </ul>
13	“Those Winter Sundays”	<b>Grade Level:</b> <u>Night</u> <b>Alternate:</b> <u>The Book</u> <u>Thief</u>	<ul style="list-style-type: none"> <li>•Analyze symbols and imagery of poem</li> <li>•Trace effect of poet’s word choice and their connotations on the developments and changes in tone throughout the poem</li> <li>•Cite specific textual evidence to support statements about theme</li> </ul>		ALL: See StudySync (Differentiate by specifying shorter or longer writing requirement)
14	Extended Writing Project	<b>Extended/Challenge Reading:</b> <u>Hotel Rwanda;</u> <u>Heart of Darkness</u>	<ul style="list-style-type: none"> <li>•PREWRITE, PLAN, &amp; DRAFT ARGUMENTATIVE WRITING PROJECT</li> </ul> <p>→SKILLS (assign several as needed): Organize Narrative Writing, Descriptive Details,</p>	Narrative	Write an original narrative about an unusual interaction that takes place between a character and someone or something else and that reveals the character’s true nature or affects the character in a meaningful way.

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			Introductions, Narrative Techniques and Sequencing, Writing Dialogue, Conclusions		
15	Extended Writing Project	<b>Extended/Challenge Reading:</b> <u>Hotel Rwanda;</u> <u>Heart of Darkness</u>	<ul style="list-style-type: none"> <li>•REVISE, EDIT &amp; PUBLISH NARRATIVE WRITING PROJECT</li> <li>→ GRAMMAR PRACTICE: Misplaced and Dangling Modifiers</li> </ul>	Narrative	
Dead Week	Unit 4 Assessment		<ul style="list-style-type: none"> <li>•Reading comprehension/vocabulary</li> <li>•Performance Task</li> </ul>		