



Diocese of Greensburg Curriculum
Writing Grade 10

Unit	Standards	Content	Skills
<p>Writing Process</p>	<p>CCSS: English Language Arts 6-12 CCSS: Grades 9-10</p> <hr/> <p>Writing</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.4. 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 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.9-10.5. 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.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.9-10.6. 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.</p>	<ul style="list-style-type: none"> • Central idea • Topic • Stages of the writing process (prewriting, drafting, revising, editing) • Claim • Argument/Persuasive • Narrative • Expository • Thesis • Informational literature 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Select an appropriate brainstorming strategy including mapping, clustering, freewriting, journalistic. • Group and organize ideas • Limit topic • Find direction, establish opinion and focus • Determine intended audience of composition • Write a topic sentence • Evaluate the depth of existing support and strength of topic sentence using a rubric • Organize the composition by sequencing ideas in a cohesive and balanced manner • Compose, edit, and revise a written text for persuasion, exposition, narration, and research • Distinguish plagiarism from responsible scholarship • Distinguish among requirements of writing for literary and informational texts

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	<p>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.</p> <p>W.9-10.10. 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.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p>Persuasive/Argumentative Writing</p>	<p>CCSS: English Language Arts 6-12 CCSS: Grades 9-10</p> <hr/> <p>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.</p> <p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.1a. 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.</p> <p>W.9-10.1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and</p>	<ul style="list-style-type: none"> • Argument • Claim • Counterclaim • Plan of development • Audience • Fact • Logic • Evidence • Details • Examples • Statistics • Expert testimony • SEE method • Ethos • Pathos • Logos • Introduction • Conclusion 	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Define argument • Define claim • Distinguish counterclaim from claim • Organize claims/counterclaims in a logical and rational plan of development • Distinguish an argument from a fact • Develop a logical argument and claims • Support claims with specific evidence such as details and examples • Support claims with specific evidence such as statistics and expert testimony • Connect facts and evidence to a claim

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	<p>limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>W.9-10.1c. 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.</p> <p>W.9-10.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.4. 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 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.9-10.5. 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.</p> <p>6. Use technology, including the Internet, to produce and publish writing</p>		<ul style="list-style-type: none"> • Connect a series of claims to an argument • Establish credibility of the writer through implementation of voice and appeals to audience • Use grade level appropriate emotional appeals • Use grade level appropriate rational appeals • Address potential counterclaims when developing an argument • Write an effective introduction • Write an effective conclusion • Write an effective argument

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	<p>and to interact and collaborate with others.</p> <p>W.9-10.6. 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.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.9-10.8. 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.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.9-10.9b. Apply grades 9–10 Reading standards 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”).</p> <p>Range of Writing</p> <p>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.</p>		

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<p>Expository Writing (Informational/Explanatory)</p>	<p>CCSS: English Language Arts 6-12 CCSS: Grades 9-10</p> <p>Writing 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.9-10.2. 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.</p> <p>W.9-10.2a. 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.</p> <p>W.9-10.2b. 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.</p>	<ul style="list-style-type: none"> • Expository writing • Persuasive writing • Audience • Central idea • Thesis • Main points • Details • Examples • Facts • Evidence (support) • Transitions • Primary text • Critical analysis • Text-to-world connection • Literary non-fiction • Introduction • Conclusion • Tone • Style • Language • Vocabulary 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Define multi-paragraph expository writing • Distinguish expository writing from persuasive writing • Define thesis • Develop a logical thesis • Construct main points to develop the thesis • Support thesis and main points with details and examples • Address the specific needs of the audience • Create insight through the logical and coherent organization of details and examples • Connect facts to a thesis • Utilize facts to create evidence (support) • Connect evidence (support) to thesis • Connect main points using transitions • Summarize relationship of evidence to thesis

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	<p>W.9-10.2c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>W.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>W.9-10.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.9-10.2f. 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).</p> <p>Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.4. 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 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.9-10.5. 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.</p> <p>6. Use technology, including the Internet, to produce and publish writing</p>		<ul style="list-style-type: none"> • Present a formal, objective tone • Use precise language and topic-specific vocabulary • Maintain a consistent style • Apply critical analysis to a primary text • Make text-to-world connections • Identify the parts of an introduction • Write an effective introduction • Write an effective summary conclusion • Write an effective expository composition

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	<p>and to interact and collaborate with others.</p> <p>W.9-10.6. 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.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.9-10.8. 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.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>W.9-10.9a. Apply grades 9–10 Reading standards 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]”).</p> <p>W.9-10.9b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether</p>		

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	<p>the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p> <p>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.</p> <p>W.9-10.10. 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.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p>Narrative Writing</p>	<p>CCSS: English Language Arts 6-12 CCSS: Grades 9-10</p> <hr/> <p>Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.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>W.9-10.3a. 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>Making a point</p> <ul style="list-style-type: none"> • theme • emotional appeals • parody <p>Developing character</p> <ul style="list-style-type: none"> • protagonist • antagonist • dialogue • levels of characterization • methods of characterization (direct, indirect) <p>Developing plot and conflict</p> <ul style="list-style-type: none"> • plot structure • setting • mood • exposition 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Focus a narrative on a theme • Focus on a text as a basis for parody • Establish a narrative point of view • Use setting to influence plot and conflict • Delineate and develop characters • Create fully-developed characters through behavior and attitudes • Follow a plot structure dependent on a central conflict • Employ language consistent with the

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	<p>W.9-10.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>W.9-10.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>W.9-10.3d. 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>W.9-10.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.4. 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 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.9-10.5. 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.</p> <p>6. Use technology, including the Internet, to produce and publish writing</p>	<ul style="list-style-type: none"> • inciting incident • rising action • climax • falling action • resolution • point of view (narrator vs. author) • forms of conflict • central conflict • event sequencing through transitions • foreshadowing • flashback <p>Use of language</p> <ul style="list-style-type: none"> • style • imagery • description • figurative language • pacing 	<p>tone/voice of the narrative</p> <ul style="list-style-type: none"> • Create vivid descriptions using figurative language and imagery • Demonstrate mature command of conventions of standard English grammar and usage • Write in a consistent and unique style • Identify and use strategies to engage the reader • Evoke an emotional response in the reader • Use narrative techniques such as dialogue, description, and pacing to convey a realistic depiction of events • Use transitions to connect plot events and episodes

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<p>Research Writing</p>	<p>CCSS: English Language Arts 6-12 CCSS: Grades 9-10</p> <hr/> <p>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.</p> <p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> • Research • Topic • Thesis • Argument • Plan of development • Organization • Purpose • Audience • Source credibility (accuracy, reliability) • Citation • Note-taking • Paraphrase • Precis 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Define research • Write an effective and original thesis • Organize main points with a plan of development • Create an effective introduction • Create an effective conclusion • Assess the credibility of sources

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	<p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.9-10.2. 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.</p> <p>W.9-10.2a. 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.</p> <p>W.9-10.2b. 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.</p> <p>W.9-10.2c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>W.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>W.9-10.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.9-10.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented</p>	<ul style="list-style-type: none"> • Summary • Quotation • Plagiarism • Transitions • Evidence • Inductive reasoning • Deductive reasoning • Works Cited • Introduction • Conclusion • Style • Insight • Tone • Language • Vocabulary 	<ul style="list-style-type: none"> • Identify and gather information (evidence) • Distinguish among summary, paraphrase, and quotation and use appropriately • Cite sources • Create a Works Cited • Determine the audience • Organize evidence • Organize main ideas into coherent sections • Connect evidence to the thesis • Distinguish plagiarism from responsible scholarship • Write with clarity • Write with a consistent, unique style • Revise for content, coherence, vocabulary, language use, and style • Create insight through the logical and coherent organization of research and reasoning • Present a formal, objective tone • Use precise language and topic-specific vocabulary • Maintain a consistent style

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	<p>(e.g., articulating implications or the significance of the topic).</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.4. 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 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.9-10.5. 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.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.9-10.6. 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.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>		

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	<p>W.9-10.7. 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.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.9-10.8. 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.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>W.9-10.9a. Apply grades 9–10 Reading standards 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]”).</p> <p>W.9-10.9b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether</p>		

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