

Summer Reading Assignments 2023-24

BJHS 10th Regular & Pre-AP English 10:

Farewell to Manzanar

by Jeanne Wakatsuki Houston & James D. Houston

JCHS 10th Regular & Pre-AP English 10:

Narrative of the Life of Frederick Douglass, An American Slave

by Frederick Douglass

Grade 10 Scope and Sequence

Critical Literacy	Critical Literacy	Critical Literacy	Research Literacy	Research Literacy
<p><u>Reception.</u> <u>Reading</u></p> <p>1. Read, analyze, and evaluate complex literary and informational texts written from various cultural perspectives, with an emphasis on works originating outside the United States and the British Isles from 1600 to the present.</p> <p>3. Analyze how an author's cultural perspective influences style,</p>	<p><u>Expression.</u> <u>Writing</u></p> <p>9. Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience. Examples: paragraphs, constructed responses,</p>	<p><u>Expression.</u> <u>Speaking</u></p> <p>11. Participate in collaborative discussions involving multiple perspectives, responding and contributing with relevant evidence and commentary.</p>	<p><u>Reception.</u> <u>Reading</u></p> <p>21. Locate and determine the usefulness of relevant and credible information to answer a question, solve a problem, or defend a position.</p>	<p><u>Expression.</u> <u>Writing</u></p> <p>24. Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.</p> <p>25. Integrate information from at least two kinds of sources into writing, using quotations, paraphrases, and summaries that</p>

<p>language, and themes.</p> <p>4. Interpret an author's use of characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.</p> <p>5. Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.</p> <p>6. Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical,</p>	<p>essays c. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant and sufficient evidence, appropriate transitions, and a concluding section that follows from and supports the information presented.</p>			<p>consistently follow a particular style guide.</p> <p>Examples: MLA, APA</p>
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cultural, and global viewpoints, not limited to the grade-level literary focus.				
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Overview of the Grade 10 Summer Reading Unit

Tenth grade students will use the summer reading text to continue to develop skills introduced in the 9th grade. They will develop their skills in citing textual evidence to support analysis of what the text says and what is inferred from the text. They will also determine the theme of the text and analyze its development. The design of this unit teaches students to determine word and phrase meanings and the impact of word choice on meaning and tone. Students will learn how authors use structure, order, and time to create various effects in their works. They will use these techniques during planning, revising, editing, rewriting, or attempting a new approach in writing their own essays.

Following classroom activities specific to the reading material, students will use the skills they have developed to write an argument timed writing essay in which they will respond to a prompt that is specific to the summer reading novel. Students should demonstrate organizational skills to effectively make a claim about the work, incorporate relevant data to support their claim, and link their commentary to the claim and supporting data. The end product will demonstrate the student's ability to produce writing that is appropriate to task, purpose, and audience.