

# 10th Grade ELA Pacing Calendar

## HMH Into Literature

**Teacher:** Ms. James

**Duration:** September 29, 2025 – January 26, 2026

**Schedule:** 5 Days per Week (45 Minutes)

### Schoolwide Focus:

- **Reading Protocol:** *Three Reads* — Comprehension → Analysis → Connection to Context
- **Writing Protocol:** *ACE Writing Strategy* — Answer → Cite/Compute → Explain

## Unit 1: Exploring Kindness, Justice, and Human Behavior

### Texts:

- “*Thank You, Ma’am*” by Langston Hughes
- *Twelve Angry Men* by Reginald Rose

### Week of September 29 – October 4

**Focus:** Launch of Unit 1 – Introducing Short Fiction

### Learning Targets:

- I can identify the main idea and theme of a short story.
- I can annotate a text for comprehension using the Three Reads Protocol.
- I can write an ACE paragraph that clearly answers a text-based question.

### Activities:

- First Read of “*Thank You, Ma’am*” for comprehension.
- Vocabulary study: frail, barren, mistrust, integrity.
- Introduce ACE structure with short written response.

### Week of October 6 – October 10

**Focus:** Character Motivation and Theme Development

### Learning Targets:

- I can analyze how an author develops a character’s motivations.
- I can connect textual evidence to a central theme.
- I can use the ACE format to support my ideas with textual evidence.

**Activities:**

- Second and Third Reads of “*Thank You, Ma’am.*”
- Discussion: “What does kindness mean in the face of wrongdoing?”
- ACE Writing Task: How does Mrs. Jones influence Roger?

**Week of October 13 – October 17**

**Focus:** Introduction to Drama – *Twelve Angry Men*

**Learning Targets:**

- I can identify elements of a play and analyze dramatic structure.
- I can interpret dialogue to understand character motivation.
- I can apply the Three Reads Protocol to analyze key scenes.

**Activities:**

- Read Act I of *Twelve Angry Men*.
- Vocabulary: prejudice, deliberation, justice, bias.
- ACE Writing: How do the jurors’ biases affect the case?

**Week of October 20 – October 24**

**Focus:** Conflict, Bias, and Reasoning in Drama

**Learning Targets:**

- I can analyze how dialogue reveals conflict and bias.
- I can explain how evidence supports moral or ethical reasoning.
- I can make text-to-world connections using Three Reads.

**Activities:**

- Read Act II and annotate for bias and reasoning.

- Group discussion: How do personal beliefs affect justice?
- ACE Writing Task: “How does prejudice impact the jury’s deliberation?”

## **Week of October 27 – November 1**

**Focus:** Synthesizing Themes and Final Assessment

**Learning Targets:**

- I can compare and contrast themes across two texts.
- I can explain how authors use characters to convey moral lessons.
- I can produce a literary analysis essay using ACE structure.

**Activities:**

- Read Act III and discuss resolution.
- Write a comparative essay: “*How do individuals define justice?*”
- **End-of-Unit Assessment (HMH):** Literary Analysis Essay

## **Unit 2: Dreams, Identity, and Social Barriers**

**Core Text:** *A Raisin in the Sun* by Lorraine Hansberry

**Unit Question:** How do dreams shape identity and challenge social expectations?

### **Week of November 11 – November 15**

**Focus:** Introduction to the Play

**Learning Targets:**

- I can summarize the setting and central conflict in a play.
- I can explain the historical and cultural context of the text.
- I can identify a character’s dream and motivation.

**Activities:**

- Background on the Civil Rights era and Hughes’s “Harlem.”
- Read Act I, Scene 1 – First Read.
- ACE Writing: What dream drives the Younger family?

## **Week of November 18 – November 22**

**Focus:** Character Conflict and Motivation

**Learning Targets:**

- I can analyze how characters' dreams cause conflict.
- I can interpret figurative language and tone in dramatic dialogue.
- I can use evidence to explain how external forces shape identity.

**Activities:**

- Continue reading Act I–II.
- *Three Reads Protocol* (Analysis Focus).
- ACE Writing: How does money shape the Younger family's relationships?

## **Week of December 2 – December 6**

**Focus:** Symbolism and Thematic Development

**Learning Targets:**

- I can identify and interpret symbols that develop theme.
- I can explain how authors use recurring images to reflect emotion and hope.
- I can connect a literary symbol to a real-world idea.

**Activities:**

- Read Act II – analyze Mama's plant and the house.
- Vocabulary: redemption, pride, resilience.
- ACE Writing: "How does the plant symbolize Mama's hope?"

## **Week of December 9 – December 13**

**Focus:** Resolution and Social Commentary\*\*

**Learning Targets:**

- I can analyze how an author develops a theme through character decisions.

- I can connect a text’s message to broader social issues.
- I can write an explanatory paragraph that links the theme to context.

**Activities:**

- Read Act III.
- Discussion: “What does it mean to pursue a dream when society stands in the way?”
- ACE Response: Hansberry’s message on race and perseverance.

**Week of December 16 – December 20**

**Focus:** End-of-Unit Assessment

**Learning Targets:**

- I can evaluate how the theme of dreams develops throughout the play.
- I can support my interpretation using textual evidence.
- I can express ideas in a clear, well-organized essay.

**Activities:**

- Review with Three Reads discussion circle.
- **End-of-Unit Assessment (HMH):** Essay — “How does Hansberry use the Younger family to illustrate the importance of dreams?”
- Creative Extension: Write a modern monologue inspired by a character’s dream.

**Unit 3: Perseverance and Personal Growth**

**Texts:**

- “*The Road Not Taken*” by Robert Frost
- “*The Story of My Life*” by Helen Keller
- “*The Struggle to Be an All-American Girl*” by Elizabeth Wong

**Week of January 6 – January 10**

**Focus:** Choice and Individuality

**Learning Targets:**

- I can determine the theme of a poem and explain its development.
- I can analyze how figurative language creates meaning.
- I can use ACE structure to interpret symbolism.

**Activities:**

- Read “*The Road Not Taken.*”
- Annotate for imagery and tone.
- ACE Writing: How does Frost use imagery to convey choice?

**Week of January 13 – January 17**

**Focus:** Memoir and Identity

**Learning Targets:**

- I can compare how different authors describe personal growth.
- I can identify tone and point of view in memoirs.
- I can write a paragraph connecting two texts on perseverance.

**Activities:**

- Read “*The Story of My Life*” and “*The Struggle to Be an All-American Girl.*”
- *Three Reads Protocol* (Analysis and Connection).
- Writing: Literary response comparing both texts.

**Week of January 21 – January 26**

**Focus:** Reflection and End-of-Unit Assessment

**Learning Targets:**

- I can reflect on how challenges shape identity and character.
- I can synthesize ideas from multiple texts into one essay.
- I can self-assess my growth as a reader and writer.

**Activities:**

- Review all Unit 3 texts.

- **End-of-Unit Assessment (HMH):** Essay — “How do challenges shape personal growth?”
- Portfolio reflection and self-assessment using ACE format.

### **Ongoing Skills Across All Units**

- Weekly vocabulary quizzes aligned to HMH selections.
- Independent reading journals applying *Three Reads Protocol*.
- Writing workshops emphasizing ACE paragraph structure.
- Socratic seminars and presentations for speaking and listening standards.