| 2024 Grade 10 English Standards of Learning |
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| STANDARD | Correlation: Must address the standards. Use page number and CT for Core Technology. (Identify no more than 8 correlations.) |
| **10.RV The student will systematically build vocabulary and word knowledge based on grade ten content and text.** |  |
| 10.RV.1 A. Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics. |  |
| 10.RV.1 B. Use context and sentence structure to clarify the literal and figurative meanings of words and phrases. |  |
| 10.RV.1 C. Use structural analysis of roots, affixes, and etymology to clarify the meanings of unfamiliar and complex words. |  |
| 10.RV.1 D. Discriminate between the connotative and denotative meanings and interpret the connotation(s). |  |

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| 10.RV.1 E. Identify and explain idiomatic language in context. |  |
| 10.RV.1 F. Explain the meaning of literary and classical allusions and figurative language in context and analyze their roles in texts. Use newly learned words and phrases in multiple contexts, including in students’ discussions and speaking and writing activities. |  |
| **10.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British, and American literature), narratives, poetry, and drama, with an emphasis on world literature.** |  |
| 10.RL.1 A. Analyze the development of universal themes (e.g., survival of the fittest, coming of age, power of love) prevalent in world literature (e.g., short stories, poems, plays, novels, and literary nonfiction) of different cultures and eras. |  |
| 10.RL.1 B. Analyze how authors structure texts to advance the plot, explaining how each event gives rise to the next or foreshadows a future event. |  |
| 10.RL.1 C. Describe the different character roles in literary texts (e.g., foil, tragic, hero) and their impact on the theme. |  |
| 10.RL.1 D. Identify and explain how dramatic conventions (e.g., soliloquy, aside, narration, direct address to the audience) contribute to the theme and effect of plays from various cultures. |  |
| 10.RL.2 A. Explain the overall structure of a poem, including how each successive part builds on earlier sections and how rhyme, rhythm, sound, and imagery convey a message and elicit a reader’s emotions. |  |
| 10.RL.2 B. Analyze how authors use literary devices and figurative language, including allusion, allegory, and paradox to impact the meaning of the text. |  |
| 10.RL.2 C. Analyze how authors use specific word choices, syntax, tone, and voice to convey the author’s intent and viewpoint.  |  |
| 10.RL.2 D. Analyze point of view and distinguish between what is directly stated in a text from what is implied or intended because of the use of satire, irony, sarcasm, and understatement. |  |
| 10.RL.3 A. Explain and analyze the influence of the historical and cultural context of a text on its form, style, characters, and point of view. |  |
| 10.RL.2 B. Compare and contrast character development, dramatic plot structure, and conventions in a play to character development, narrative structure, and conventions in other literary forms.  |  |
| 10.RL.3 C. Analyze the similarities and differences represented in the literature of different cultures and eras. |  |
| **10.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.** |  |
| 10.RI.1 A. Explain how authors organize an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.  |  |
| 10.RI.1 B. Compare characteristics of the information from informational, historical, scientific, and technical texts and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams.  |  |
| 10.RI.1 C. Evaluate the argument and specific claims in texts, examining whether the reasoning is valid, the evidence is relevant, and whether there are any false or unsupported statements. |  |
| 10.RI.2 A. Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences, paragraphs, and sections of texts contribute to the whole.  |  |
| 10.RI.2 B. Analyze key terms (e.g., words and phrases, technical terminology) and ideas of historical, scientific, and technical texts to clarify the relationships and understandings among key concepts.  |  |
| 10.RI.2 C. Analyze the author’s purpose and impact of literary techniques such as hyperbole, analogy, and paradox as they appear in texts. |  |
| 10.RI.3 A. Evaluate how different authors write about the same topic and shape their presentations or viewpoints of key information using facts, opinions, and reasoning.  |  |
| 10.RI.3 B. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions. |  |

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| **Section II. Additional Criteria: Instructional Planning and Support** | Correlation: Must align and address the standards. Use page number and CT for Core Technology. (Identify no more than 8 correlations.) |
| 1. The textbook is presented in an organized, logical manner, is free of bias, and is appropriate for the age, grade, and maturity of the students.  |  |
| 2. The textbook is organized appropriately within and among units of study. |  |
| 3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use. |  |
| 4. The writing style, syntax, and vocabularyare appropriate. |  |
| 5. Texts are high quality, rigorous, rich in vocabulary, and meet appropriate complexity for the grade level |  |
| 6. Texts and materials integrate reading, writing, and discussion to build knowledge on a topic. |  |
| 7. Instructional strategies provide sufficient opportunities for students to build depth of understanding, and the purpose of teacher and student materials is clear |  |