| 2024 Grade 10 English Standards of Learning |
| --- |

|  |  |
| --- | --- |
| STANDARD | Correlation: Must address the standards. Use page number and CT for Core Technology. (Identify no more than 8 correlations.) |
| **10.W The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on** **argumentative writing.** |  |
| 10.W. 1 A. Write extended pieces that:* 1. Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
	2. Adopt an organizational structure that clarifies relationships among ideas and concepts.
	3. Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience’s knowledge.
	4. Provide a concluding section that follows from the information or explanation presented.
 |  |
| 10.W.1 B. Write arguments that:1. Develop a thesis that demonstrates knowledgeable judgements.
2. Support well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s).
3. Address and refute counterclaims.
4. Provide conclusions that follow from and support the argument presented.
 |  |
| 10.W.1 C. Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position. |  |
| 10.W.1 D. Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.). |  |

| 2024 Grade 10 English Standards of Learning |
| --- |
| STANDARD | Correlation: Must address both the standards. Use page number and CT for Core Technology. (Identify no more than 8 correlations.) |
| 10.W.2 A. Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:* 1. Composing a thesis statement that clearly communicates the writer’s position or assertion.
	2. Introducing and developing central idea(s), and organizing ideas in a logical sequence to exhibit unity.
	3. Defending a position using sufficient reasons with evidence from credible sources as support.
	4. Embedding narrative techniques (e.g., anecdotes, dialogue, and description) to develop and enhance writing.
	5. Using transitions effectively to connect ideas within and across paragraphs.
	6. Elaborating ideas clearly through intentional word choice and varied sentence structure.
 |  |
| 10.W.3 A. Revise writing for clarity of content, accuracy, and adequate elaboration. |  |
| 10.W.3 B. Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved. |  |
| 10.W.3 C. Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations). |  |
| **10.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.**  |  |
| 10.LU.1 A. Use, edit, and revise parallel structure across complex sentences and paragraphs in writing.  |  |
| 10.LU.1 B. Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing.  |  |
| 10.LU.1 C. Recognize and use active and passive voice to convey a desired effect in speaking and writing. |  |
| 10.LU.1 D. Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.  |  |
| 10.LU.1 E. Maintain consistent verb tense when speaking and writing. |  |
| 10.LU.2 A. Know and apply the rules for the use of a colon (e.g., joining independent clauses, introducing a list, introducing a quotation) when writing. |  |
| 10.LU.2 B. Apply a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations in writing.  |  |
| 10.LU.2 C. Spell correctly, consulting reference materials to check as needed. |  |

|  |  |
| --- | --- |
| **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. |  |