# Understanding the Standards- Grade 10

In tenth grade, the student will continue to build upon skills learned in earlier grades. There is a sustained emphasis on reading comprehension by comparing and analyzing literary and informational texts. The student will analyze the historical, cultural, and social function and universal themes of literary texts from different cultures. The tenth-grade student will analyze and synthesize information from informational texts to solve problems, answer questions, and generate new knowledge. The student will continue development of vocabulary, with attention to connotations, idioms, classical allusions, and figurative language. With an explicit focus to integrate reading and writing processes, the grade-ten student will use mentor texts as models to write with an emphasis on argument while showing relationships among claims, reasons, and evidence from reliable sources. The student will create media messages and continue to use multimodal tools to create presentations both independently and in small groups, reflecting on their own role in the process. The student will analyze and evaluate how media messages are created by reviewing both print and digital publications. The student will continue to build research skills presenting information gathered from diverse sources, identifying misconceptions and possible bias while crediting sources using MLA or APA style. The tenth-grade student will continue to become a skilled communicator, working both independently and in collaborative groups while presenting alternate views and working to fulfill a specific purpose.

\*The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.\*

## Developing Skilled Readers and Building Reading Stamina

**10.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.**

1. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary **(Reading Fluency, K-12)**.
2. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 9-10 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) **(Text Complexity, 2-12)**.
3. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located **(Textual Evidence, K-12).**
4. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning **(Deep Reading on Topics to Build Knowledge and Vocabulary, K-12)**.
5. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others **(Reading Strategies, 3-12).**

**\*Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.**

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| **10.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.** |
| * Students need to read a variety of grade-level complex texts that enhance their background knowledge, build their vocabulary, and engage in complex thinking. This is achieved through the following:   + Automaticity: This occurs when students recognize words quickly and effortlessly because they do not need to sound them out. Automaticity allows students to focus on comprehension and understanding rather than decoding.   + Appropriate rate: This is the speed at which reading occurs; a reader’s speaking rate has to be suitable for understanding. Reading too quickly may result in missed details and reading too slowly may result in students losing the text’s overall meaning.   + Meaningful expression: This allows students to read with appropriate phrasing and emphasis to reflect meaning, mood, and tone. Students might read with different voices to express character dialogue or adjust expression to match their understanding of the text’s content and/or the author’s message.   + Confirm or self-correct: This occurs when students realize they are not understanding something or have mispronounced a word; they should take steps to fix the problem: going back to re-read, using context clues, or looking up unfamiliar words. * In tenth grade, students need to be able to read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 9-10 band.   + Students may have differing levels of readiness for grade-level, complex texts. Teachers can adjust instruction to meet varying levels of need through small groups and independent practice, providing additional resources or extensions for students who need them.   + Offering complex texts is important for students to learn new concepts and increases exposure to high level vocabulary, language, and content.   + See the Quantitative and Qualitative Analysis charts for determining text complexity in the Appendix of the 2024 English Standards of Learning. * In tenth grade, students need to be able to respond to texts through discussion and/or writing, draw several pieces of evidence and accurately quote or paraphrase from texts. This helps students use evidence to explain their ideas and/or convince others using an argument. Students need to be able to give reasons and examples as they support ideas and concepts found within grade-level complex texts.   + Teachers should help students develop textual analysis skills by identifying key themes and literary devices and showing students how to evaluate authorial choices. Model how to locate and interpret evidence that supports ideas.   + Teachers should foster meaningful discussions by creating an environment in which students can take risks and feel comfortable sharing perspectives. Demonstrate active listening skills by providing opportunities for students to respond to each other’s ideas. * In tenth grade, students need to engage in reading a series of conceptually related texts organized around topics. This helps students build and enhance background knowledge, understanding, and vocabulary. Teachers should encourage reading consistently over time, integrating reading activities into classroom practice daily. * Teachers should select sets of texts which are interconnected by theme, topic, or subject matter which explore various aspects or perspectives of the same concept.   + Apply knowledge acquired through reading to demonstrate comprehension, make connections, and show deeper understanding of new topics and ideas as introduced in class. * Reading strategies (e.g.., summarizing, predicting, visualizing) can help students tackle a challenging text and support their comprehension.   + Teachers can model strategies by reading and thinking aloud. Teachers should provide opportunities for students to practice using reading strategies independently.   + Students may benefit from teachers providing explicit instruction about and modeling of reading strategies by showing students how to use them.   + Teachers should choose texts that include some challenging sections or passages where students may encounter difficulty and scaffold the reading experience by working through the text together by accessing background knowledge and highlighting vocabulary and concepts. |

## Reading and Vocabulary

**10.RV The student will systematically build vocabulary and word knowledge based on grade ten content and texts.**

### 10.RV.1 Vocabulary Development and Word Analysis

1. Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
2. Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.
3. Use structural analysis of roots, affixes, and etymology to clarify the meanings of unfamiliar and complex words.
4. Discriminate between the connotative and denotative meanings and interpret the connotation(s).
5. Identify and explain idiomatic language in context.
6. 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.

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| **10.RV The student will systematically build vocabulary and word knowledge based on grade ten content and texts.** |
| * Teachers should provide ongoing opportunities and encouragement for students to practice using their newly acquired vocabulary in authentic classroom activities such as discussions, presentations, debates, and written responses. * General academic vocabulary refers to language students are likely to encounter in all disciplines, such as explain, analyze, compare, contrast, evaluate, synthesize, etc. * English language arts content specific vocabulary includes words specific to the study of English and literature, such as genre-specific words (e.g., protagonist, flashback, soliloquy, enjambment, etc.), and words related to analysis and use of language (e.g., synecdoche, allusion, interjection, etc.). See bullet below about figurative language for more information. * Using context and sentence structure means students build on their prior knowledge about the text and are able to apply that knowledge to understand the meanings of words or phrases. * Roots, affixes, and etymology helps students understand how the smaller units, which make up a word, construct the word's meaning and provides a foundation to learn new words with similar formations. If teachers need to spend more time with a group of students on morphology and/or phonics instruction, those standards begin in kindergarten through grade 5. * In order to discriminate between the meanings of connotative words and their denotative meanings, students need to know that connotation is the emotional or social meaning/implication of the word and denotation is the literal or dictionary meaning of the word. Instruction should focus on helping students determine whether a word is meant in the literal or abstract sense of a word in authentic texts.   + For example, consider the implications of the word “cool,” and how it has evolved from a description of temperature to a ubiquitous term for something good or interesting. * Instruction at the tenth-grade level should focus on how idiomatic and figurative language are used to create a meaning beyond the literal interpretation of words. Instruction should focus on learning how idioms and elements of figurative language are applied in grade-level contexts and should not require students to memorize a list of common idioms. * Students are expected to use their prior knowledge to explain literary and classical allusions in the text and analyze how these allusions function in the text. Literary and classical allusions include references to works of literature, mythology, history, or culture. Many authors incorporate these to create connections among their works and the works of others, or the constructs of history and society. Similarly, students are expected to explain and analyze the role of figurative language in a text to understand its purpose and function in enhancing the meaning. * By using figurative language and allusions, authors can utilize historical and social events to provide context or activate a reader’s emotions quickly and powerfully. |

## Reading Literary Text

**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 Key Ideas and Plot Details

1. 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.
2. Analyze how authors structure texts to advance the plot, explaining how each event gives rise to the next or foreshadows a future event.
3. Describe the different character roles in literary texts (e.g., foil, tragic, hero) and their impact on the theme.
4. 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.

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| **10.RL.1 Key Ideas and Plot Details** |
| * Universal themes are recurring ideas or concepts found in literature from different cultures and time periods which tap into fundamental aspects of the human experience and transcend time and cultural boundaries.   + Instruction should include a broad range of texts which can be organized by topic and theme to show different perspectives or aspects of similar themes. Compare and analyze texts that explore similar themes but come from different times and cultures. Analyze how perspective and interpretation of the theme is impacted by cultural values and historical factors.   + Guide students in close readings of texts to identify and examine themes, looking for recurring motifs, symbols, and patterns that contribute to the construction of these ideas. * In tenth grade, students need to be able to analyze how an author’s organizational choices can impact the advancement of the plot. Clues, hints, or symbolism suggests future events, especially through dialogue, details, and recurring motifs. Focus on chain of events, cause and effect relationships, character choices, and narrative momentum. Make predictions and interpret the significance of foreshadowed clues and experience of text. * Characters have different functions, roles, and relationships in a text that can impact a theme or create access points of understanding using prior background knowledge.   + Character motivation provides a reason why a character is compelled to act. A character’s motivation drives plot or construct theme. * Similar to ninth grade, tenth gradestudents are asked to identify and explain how dramatic conventions impact the theme in texts, including plays from other cultures. Dramatic conventions are techniques specific to playwriting as a genre, such as the following:   + Soliloquy: a monologue that is delivered by a single character who is alone or singled out on stage.   + Aside: a brief remark made directly to the audience or to another character while other characters are unaware it is occurring.   + Narration: a character or narrator explicitly telling about events or providing background information.   + Direct address to the audience: a character “breaks the fourth wall,” by acknowledging the audience and speaking directly to them, blurring the line between fiction and reality. |

### 10.RL.2 Craft and Style

1. 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.
2. Analyze how authors use literary devices and figurative language, including allusion, allegory, and paradox to impact the meaning of the text.
3. Analyze how authors use specific word choices, syntax, tone, and voice to convey the author’s intent and viewpoint.
4. 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.

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| **10.RL.2 Craft and Style** |
| * In order to interpret the meaning and analyze the impact of poetic elements in prose and poetry, teachers must explicitly teach students how to first recognize and then apply poetic elements in order to understand the message and how that elicits a reader’s emotions. * In tenth grade, in order for students to explain how the poetic structure can impact a reader’s emotions. poetic elements in order to understand the message how that elicits a reader’s emotions.   + Poetic structure can be determined by how text is organized, and instruction to support the structure could include the form, stanza arrangement, and line breaks.     - Poets make deliberate choices in structure, and those choices impact meaning. Development of motifs and symbols can be traced across a single poem or a poet’s body of work.     - Choices in rhyme schemes, such as end rhyme, internal rhyme, slant rhyme, and free verse affect the flow of the poem, and the pacing of the poem is created by meter and rhythm. Sound devices (e.g., alliteration, consonance, assonance, etc.) contribute to the reading and effect of the poem. * Instruction may include how to annotate and discuss texts to find poetic elements and literary devices while also analyzing the text to determine the effects these elements have on the reading experience or overall message of the text. This includes instruction to analyze the use of sound devices and figurative language and literary devices. * Students will analyze how word choice, syntax, tone, and voice convey viewpoint. * Literary and structural techniques should be studied in authentic contexts to show how these choices create and affect meaning.   + Allusion is an implied or direct reference to a person, event, or thing or to a part of another text.   + Allegory is a narrative device in which characters, events, and settings are used symbolically to represent abstract ideas, moral principles, or historical events.   + Paradox is a statement or situation that appears contradictory or absurd but may reveal a deeper truth or insight. Often used to challenge conventional wisdom or provoke readers to reconsider assumptions and beliefs. * Word choice, syntax, tone, and voice convey an author’s intent and viewpoint.   + The word choice (diction) a writer employs conveys the writer’s voice and tone (attitude toward the subject). Likewise, the syntax (arrangement and length of sentences) a writer uses also conveys the writer’s voice and tone. Tone is an author’s attitude towards a text; voice is the persona adopted by the author or narrator * In tenth grade, students should understand the perspective from which a text is narrated, as well as its implications on the story. Focus on what is directly stated in a text (explicit meaning) and what is implied through subtext, tone, or context (implied meaning), especially through:   + Satire is the use of humor, irony, exaggeration, or ridicule to expose and criticize different viewpoints.   + Irony is the use of words to express something other than (and often the opposite of) the literal meaning.   + Sarcasm is mocking or contemptuous language.   + Understatement is a deliberate minimizing of importance. |

### 10.RL.3 Integration of Concepts

1. Explain and analyze the influence of the historical and cultural context of a text on its form, style, characters, and point of view.
2. Compare and contrast character development, dramatic plot structure, and conventions in a play to character development, narrative structure, and conventions in other literary forms.
3. Analyze the similarities and differences represented in the literature of different cultures and eras.

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| **10.RL.3 Integration of Concepts** |
| * In tenth grade, students need to understand that no work of literature, including science fiction or fantasy, exists without context. Authors are influenced and inspired by the place, time, and form in which a literary work exists.   + Historical context refers to the time period in which a text was published and/or first produced. Teach students to research and analyze the historical events, movements, and trends which shaped the time period in which the text was written.   + Cultural context refers to the interplay of any of the following factors: geographical area, religious or moral beliefs, economic conditions, hierarchy of power, political influences, conflicts, and societal norms. * In tenth grade, students will explore the cultural values, traditions, and social norms during the period and in the location or setting of the work. Students explore how these contexts influence the form of the literary work, including how authors inspire and borrow from each other to create a movement, zeitgeist, or style of the time.   + For example, students can explore how cultural and historical contexts can affect character development and motivation, including why authors may choose to write from specific points of view to expose historical, social, or cultural perspectives. * Literary conventions are the features of a work that define its genre. The conventions of a genre give the form the ways and means to achieve its outcomes. By asking students to compare and contrast how a play uses character development, dramatic plot structure, conventions to character development, narrative structures, and conventions in other literary forms, teachers are developing their students’ understanding in how these conventions impact a text.   + Character development guides how an audience sees a character transform over a story. While plays often rely on dialogue and stage directions to convey character and advance events of the plot, other literary forms use narration, internal monologues, and description to achieve similar effects.   + Plot structure outlines a series of events which make up a story. Plays follow an act structure which unfold through dialogue and stage directions and often (but not always) follow linear timelines. Other forms of literature may employ linear or nonlinear timelines, multiple points of view, and flashback sequences. * In tenth grade, students examine the similarities and differences in literature across cultures and eras. This fosters cross-cultural understanding, empathy, and appreciation for the richness of global literary traditions. Such examinations will help students see universal themes and human experiences, understand divergent or consistent use of literary devices and techniques across cultures and eras, and see how cultural values and perspectives shape literature. |

## Reading Informational Text

**10.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.**

### 10.RI.1 Key Ideas and Confirming Details

1. 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.
2. 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.
3. 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.

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| **10.RI.1 Key Ideas and Confirming Details** |
| * Informational texts place emphasis on relaying information clearly, convincingly, and accurately. * In tenth grade, students should understand that authors carefully arrange their analysis or series of ideas to guide readers through the work in a logical way.   + Authors *introduce points* by providing background information, posing questions, or stating a thesis, then *develop these points* by supporting with evidence, anecdotes and analysis.   + Authors may use transitions, recurring motifs, and thematic parallels to link and make connections among sections of works. * In tenth grade, students need to be able to analyze and compare the characteristics of textual features (maps, charts, etc.) and the effects of their inclusion in various types of informational writing in order to understand authorial choice and intent. (See 9.RI.1. for references to informational, historical, scientific, and technical texts.) * When assessing texts to *evaluate arguments*, students should consider the logic behind the arguments presented, the quality of evidence provided to support those arguments, and the presence of any inaccuracies or unsupported assertions. For example, students should determine the trustworthiness of a source based on the expertise of its author and its reliability. Similar students should discern between information that can be proven true or false by objective evidence and a statement that expresses a feeling, attitude, value judgement, or belief. |

### 10.RI.2 Craft and Style

1. 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.
2. 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.
3. Analyze the author’s purpose and impact of literary techniques such as hyperbole, analogy, and paradox as they appear in texts.

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| 10.RI.2 Craft and Style |
| * The arrangement of sentences, paragraphs, and sections plays a pivotal role in guiding readers through the author’s intended message and conveying the underlying meaning of a text. Teachers should instruct students to determine and analyze how authors structure their texts intentionally for connections and relationships between ideas, themes, and arguments. Students need to be able to engage in close reading and annotation of texts to analyze these structural elements.   + When students identify key structural elements, they study how structural elements such as topic sentences, transitions, and concluding remarks contribute to the organization and coherence of a text, guiding readers through the progression of ideas and arguments.   + When students analyze paragraph and section structure, they should analyze the structure of individual paragraphs and sections within a text, identifying the main idea or argument presented in each paragraph or section, as well as the supporting ideas or evidence provided. Discuss how this arrangement contributes to the coherence of the text.   + When students compare structural choices, they compare how authors structure their texts to convey similar or contrasting themes, arguments or narrative arcs. * In historical, scientific, and technical texts, key terms and ideas serve as a foundation that shapes communication of complex concepts. Analyzing these terms helps students clarify their meanings, discern relationships among concepts, and deepen understanding of the subject matter by building vocabulary in authentic contexts.   + Students need to be able to identify key terms within authentic texts as they are encountered and employ strategies to build background knowledge and vocabulary.   + Concept mapping and close reading should be employed by students to show how key terms contribute to the construction of larger ideas, and how those words and ideas build over the course of a text. * Authors of informational texts often use literary techniques (such as hyperbole, analogy, and paradox) in their works to convey meaning, evoke emotions, and engage readers in their texts. Understanding why an author might include these features will help students comprehend the subject matter in nuanced ways. |

### 10.RI.3 Integration of Concepts

1. Evaluate how different authors write about the same topic and shape their presentations or viewpoints of key information using facts, opinions, and reasoning.
2. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.

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| **10.RI.3 Integration of Concepts** |
| * Evaluating how different authors approach the same topic provides students with insights into diverse perspectives, rhetorical strategies, and biases that influence the presentation of information in informational texts.   + Examining how authors employ facts, opinions, and reasoning to support viewpoints allows students to discern between objective and subjective elements in texts. Teachers should keep in mind that this skill is transferable to other disciplines, and encourage students to draw on their existing knowledge, skills, and expertise in those other content areas to support their learning in English. Teachers can also help students understand how refining this skill in English could be utilized in other classes.   + Using the previous skills established to identify features of informational texts, students can now analyze how different authors employ different techniques to reach different viewpoints. Students need to be able to consider how authors’ backgrounds, ideologies, and rhetorical strategies influence their presentations. * By examining how authors approach a shared topic and arrive at different conclusions, students develop critical thinking skills, deepen their understanding of nuanced topics, and learn to evaluate sources critically.   + Select comparable texts and carefully craft text sets for students that show myriad perspectives on a singular topic. These can be full length works or shorter informational texts.   + Consider how exposure to diverse perspectives enriches their understanding of complex topics and challenges their own viewpoints. |

## Writing

**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 Modes and Purposes for Writing

1. Write extended pieces that:
2. Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
3. Adopt an organizational structure that clarifies relationships among ideas and concepts.
4. 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.
5. Provide a concluding section that follows from the information or explanation presented.
6. 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.
7. 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.
8. 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.).

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| **10.W.1 Modes and Purposes for Writing** |
| * The length of an extended piece of writing is not fixed and will depend on the topic, complexity, and purpose of the writing. Extended pieces include writing where the student must develop a topic by introducing a central idea and providing sufficient support that leads logically to a conclusion. * In tenth grade, students develop the ability to write extended pieces that are well-structured, coherent, and effectively communicate complex ideas. They need to learn to craft introductions that provide context, establish clear theses, and outline the organization of their writing. Students also need to develop skills in structuring their writing to clarify relationships among ideas and concepts, using evidence from authoritative sources to support arguments, and conclude their pieces in a manner that ties back to the main points presented.   + Introductions include a thesis, which articulates the main point or purpose of the piece, and preview the key points or arguments to be addressed.   + Pieces should apply logical frameworks such as chronological order, cause and effect, problem-solution, or comparison and contrast.   + Students need to use transitional phrases and devices to signal shifts between ideas.   + Writings draw from multiple authoritative sources, including primary and secondary texts, to provide facts, details, quotations, and examples to bolster arguments.   + Conclusions summarize the main findings of the writing, reflect on the significance of these findings, and provide a sense of closure or next steps. * Grade 10 English focuses on argumentative writing. Students need to be able to construct arguments that demonstrate depth of understanding, critical thinking, and effective use of evidence and reasoning. These arguments should reflect informed judgements, support their viewpoints with evidence and reasoning, and anticipate and respond to opposing arguments.   + Well-written argumentative theses consider multiple perspectives on a topic and take a clear stance while acknowledging the complexities of the issue.   + Evidence should be drawn from a variety of sources including textual evidence, data, statistics, expert opinions, and personal experiences. Credibility and reliability of sources should be evaluated to select the most compelling evidence, and students need to be able to advance the argument by making explicit connections between evidence and the thesis.   + Effective refutation of counterarguments includes providing evidence which undermines opposing perspectives while reinforcing the strength of the student’s position.   + Emphasis should be placed on maintaining a respectful and balanced tone when engaging with opposing viewpoints.   + Teachers should model effective argumentative structure by providing mentor texts and allowing students to practice organizing arguments in low-stakes environments. * In tenth grade, students develop their ability to engage in reflective writing tasks that involve comparing multiple texts. This allows them to deepen understanding, identify connections and patterns across works, and articulate their own insights and interpretations.   + Reflective writing allows students to synthesize and analyze multiple texts. It transcends summary and requires students to actively engage with texts by critically evaluating the contents and arguments in those texts, and articulating students’ own perspectives and interpretations.   + Strong reflections include student insight and interpretation, including thoughts about how the student’s understanding of the texts has evolved through the comparison process, what connections or patterns have been observed, and what implications or broader conclusions can be drawn from their analysis. * In tenth grade, students develop flexibility by learning to adapt their writing style, content, and voice to suit different tasks, purposes, and audiences. In doing so, they enhance their skills, creativity, and versatility, ultimately becoming more effective communicators in different contexts.   + Different writing tasks and genres require different approaches in terms of style, tone, structure and content.   + Writing should consider the audience; students need to be able to think critically about the expectations, preferences, and background knowledge of their intended audience, and tailor writing accordingly, discussing how different tasks require different approaches in terms of tone, language, and levels of formality. |

### 10.W.2 Organization and Composition

1. 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.

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| **10.W.2 Organization and Composition** |
| * In tenth grade, students write to an audience and purpose, emphasizing the importance of careful planning, drafting, revising, and editing to produce coherent and well-developed pieces.   + Different audiences may have varying levels of familiarity with topics and different expectations regarding tone, style, and level of formality. These purposes of writing (to inform, persuade, entertain, etc.) should be identified and students need to be able to tailor the writing accordingly.   + Thesis statements should effectively communicate a writer’s position or purpose, and teachers should provide examples of strong thesis statements and guide students in crafting their own based on the requirements of the assignment and needs of the audience. * Narrative techniques such as anecdotes, dialogue and description should be introduced to students as tools to enhance and develop compelling written pieces. * A variety of transition words and phrases indicating relationships between ideas such as cause and effect, comparison and contrast and sequence should be utilized in writing. * Utilizing various sentence structures and carefully selecting words help students explain and elaborate upon their ideas clearly for their audience. |

### 10.W.3 Usage and Mechanics

1. Revise writing for clarity of content, accuracy, and adequate elaboration.
2. 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.
3. Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

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| **10.W.3 Usage and Mechanics** |
| * In tenth grade, students revise to critically evaluate the content of a piece of writing and make necessary changes to enhance its effectiveness and coherence. Students need to review work from multiple perspectives, considering whether ideas are expressed clearly, whether information is accurate and well-supported, and whether sufficient detail and elaboration have been provided to fully develop a topic.   + Revision processes should be employed that do not simply fix errors but improve the overall quality and effectiveness of a piece of writing.   + Strategies for revision include reading a text aloud, fact-checking sources and information, and identifying areas where more elaboration is needed by providing specific examples evidence, and explanations.   + Self- and peer-feedback should include constructive commentary on writing, with an emphasis on appropriate and effective feedback tailored to the demands of the assignment. * In tenth grade, students expand their mastery of written work to ensure it adheres to appropriate style, conventions, and language use. Students need to edit to refine the mechanics of writing such as grammar, spelling, punctuation, and formatting with a specific goal of enhancing the overall clarity, coherence, and effectiveness of a piece of writing.   + Consider holistic approaches to individual and group inconsistencies within authentic writing samples to drive explicit instruction, rather than teaching grammatical rules in isolation.   + Focus on consistent style while developing individual student voice through the conventions of writing such as syntax, word choice, and structure. |

## Language Usage

**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 Grammar

1. Use, edit, and revise parallel structure across complex sentences and paragraphs in writing.
2. Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing.
3. Recognize and use active and passive voice to convey a desired effect in speaking and writing.
4. Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
5. Maintain consistent verb tense when speaking and writing.

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| **10.LU.1 Grammar** |
| * In tenth grade, students need to be able to use the conventions of Standard English when speaking and writing. This includes recognizing when to use formal English and when informal discourse may be more appropriate. In order to effectively communicate using Standard English, students need to be able to construct a variety of sentences, recognize and use pronouns properly, correctly use adjectives and adverbs, arrange phrases and clauses appropriately, and maintain verb tense across paragraphs. These concepts are essential to writing effectively as they improve clarity and sophistication of written communication. * Using parallel structure creates a sense of balance and rhythm in writing and enhances the overall effectiveness of writing, and can be created through verb tense, sentence structure, and phrasing.   + Some aspects of writing should be consistently parallel, such as verbs, nouns, phrases, clauses, and lists.   + Verb forms, phrasing, sentence structure, series, comparisons, contrasts, and coordinate constructions should be revised to ensure correct parallel structure. * Infusing sentence variety through complex structure enhances the sophistication of writing, making it more dynamic and engaging. * Understanding when and how to use active and passive voice allows speakers and writers to convey ideas with precision, clarity, and emphasis. Active voice is often preferred for directness, while passive voice can shift focus, emphasize the action or the recipient of the action, or create a more formal tone. * Active or passive voice should be chosen for effect. * Subordination, coordination, apposition, and other syntactical devices are essential for indicating relationships between ideas and organizing information effectively. These devices help to establish hierarchy, emphasize important points, and create coherence within sentences and paragraphs.   + Subordination is emphasizing a major idea in one independent clause, while placing minor ideas in subordinate (dependent) clauses, creating inequal emphasis.   + Coordination is the joining of words, phrases, or clauses of the same type to give equal emphasis and importance.   + Apposition is when two or more unusually adjacent words, phrases, or clauses that refer to the same subject are placed next to each other. * Consistency in verb tense is crucial for ensuring clarity and coherence in writing and speaking.   + Verb tense refers to the time frame in which an action occurs. In English there are three primary tenses: past, present, and future.   + Shifts in tense can disrupt the flow of a narrative and confuse the reader. |

### 10.LU.2 Mechanics

1. Know and apply the rules for the use of a colon (e.g., joining independent clauses, introducing a list, introducing a quotation) when writing.
2. 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.
3. Spell correctly, consulting reference materials to check as needed.

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| **10.LU.2 Mechanics** |
| * Mechanics in language refer to the technical aspects of writing, including punctuation, capitalization, spelling, and grammar rules. These mechanics govern the structure and formation of sentences and paragraphs, ensuring clarity, coherence, and correctness in written communication. * In tenth grade, students will learn how to use a colon. A colon can be used to introduce a list, join independent clauses, or introduce a quotation.   + Use a colon instead of a semicolon when the second clause provides further clarification or emphasis.   + A colon should be placed after a complete sentence or independent clause, followed by the list of items separated by commas.   + A colon can be used to introduce a quotation that elaborates on or supports a preceding statement. A colon should be used to signal that a quotation is about to follow. * Consulting reference materials refers to using reference materials (e.g., dictionary, thesaurus, online database) to verify and correct spelling. In tenth grade, students need to be able to consult reference materials to correctly spell words but to also build independent problem-solving skills and develop strategies to self-correct. * Correctly spelling words is important for writing because it allows for accuracy and supports students’ attention to detail. |

## Communication and Multimodal Literacies

**10.C The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.**

### 10.C.1 Communication, Listening, and Collaboration

1. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:
2. Applying a variety of strategies to listen actively and speak purposefully and respectfully.
3. Setting guidelines for group presentations and discussions.
4. Incorporating all group members in the development of new understandings, making decisions, and solving problems.
5. Setting clear goals and deadlines and defining individual roles as needed.
6. Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.
7. Summarizing points of agreement and disagreement.
8. Assessing, evaluating critically, and using information accurately for a common purpose or goal.
9. Using reflection to evaluate one's own role in the process in pairs or small-group activities.

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| **10.C.1 Communication, Listening, and Collaboration** |
| * Collaborative discussions play a vital role in English 10 classrooms, fostering critical thinking, communication skills, and deeper understanding of texts and topics. This standard emphasizes the importance of actively engaging in collaborative discussions with peers, listening attentively, expressing ideas respectfully, and working together to build new knowledge. * Review strategies for active listening such as paraphrasing, asking clarifying questions, and summarizing others’ points. Encourage students to articulate thoughts clearly and concisely, providing evidence from texts to support ideas. Teachers can provide sentence stems as scaffolding for proper communication strategies. * Collaboratively establish guidelines for group discussions, including norms for respectful communication, active participation, and meaningful/constructive feedback. Set clear goals and objectives for reach discussion, ensuring students understand the purpose and expectations. Provide opportunities for students to contribute ideas for discussion topics and set their own goals for participation. Root discussions in authentic texts and experiences relevant to concepts discussed in literature and study. * Encourage students to actively involve every member by assigning tasks or roles within groups to ensure equitable participation and accountability. * Encourage students to listen empathetically, consider alternative viewpoints, and engage in constructive dialogue by modeling respectful communication and providing guidance on responding with evidence and reasoning rather than personal attacks or assessments. * Encourage students to identify common ground and areas of divergence of thought, facilitating deeper exploration of complex topics. Teach strategies for synthesizing diverse perspectives and building consensus within groups. * Provide opportunities for students to assess their communication skills, participation levels, and contributions to group goals, ask students to consider how their communication styles impact group dynamics and outcomes. |

### 10.C.2 Speaking and Presentation of Ideas

1. Report orally on a topic or text or present an opinion. This includes:
   1. Choosing vocabulary, language, and tone appropriate to the topic, audience, and purpose.
   2. Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).
   3. Evaluating the effectiveness of presentations, including the introduction, central ideas, organization, and conclusion.
2. Memorize and accurately recite a speech with intonation, meaningful expression, and emotion that conveys the intended mood (e.g., inspiration, motivation, conviction).

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| **10.C.2 Speaking and Presentation of Ideas** |
| * Oral presentations foster essential skills for students to communicate effectively, share ideas, and demonstrate understanding of texts and topics. This standard emphasizes the importance of delivering oral reports or opinions with clarity, coherence, and confidence. Because students are asked to present an opinion, special attention must be paid to tone and delivery. * Teach students to select vocabulary, language, and tone that are suitable for their topic, audience, and purpose. Encourage students to consider the level of formality, audience expectations, and the intended message when choosing language and tone. Provide opportunities for students to practice adjusting their communication style for different contexts, such as formal presentations, informal discussions, or persuasive speeches. * Active listening and speaking strategies help students engage appropriately with their peers. Maintaining eye contact, using appropriate facial expressions and gestures, and modulating voice and body posture convey enthusiasm and confidence. Monitoring verbal and nonverbal cues from an audience allow the speaker to adjust the presentation accordingly to maintain engagement and address any confusion or questions. * Encourage students to reflect on the clarity of their message, coherence of their arguments, and overall impact on the audience by providing multiple opportunities to practice presentations in low-stakes environments before formal presentations take place. Encourage peers to provide feedback during these practice sessions, and model appropriate ways to receive and apply such feedback. Teachers should provide feedback on presentation delivery, pacing, and engagement, encouraging students to identify areas for improvement and set goals for future presentations. * By memorizing and delivering a speech, students are practicing how to deliver a text to an audience that captures the appropriate tone and expressions for the text. Students need to use verbal communications, such as appropriate volume, tone, and enunciation to support their performance. Attention to verbal communication will ensure that a student’s message is heard clearly by the audience, increasing understanding and engagement. |

### 10.C.3 Integrating Multimodal Literacies

1. Make strategic use of multimodal tools, including using information from two or more interdependent modes of communication where both or multiple modes are essential to convey the intended message (e.g., graphics, moving images, music).
2. Monitor, analyze, and use multiple streams of simultaneous information.
3. Create media messages for diverse audiences and purposes.

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| **10.C.3 Integrating Multimodal Literacies** |
| * Communication often involves multiple modes, such as text, images, audio, and video. This standard emphasizes the importance of utilizing multimodal tools effectively to convey information and ideas, as well as developing skills to effectively manage and make sense of the abundance of information available. * Multimodal communication allows students to appeal to diverse learning styles, cater to different audience preferences, and create more immersive and dynamic presentations; yet students must also learn how to monitor these streams of information to analyze their relevance of credibility, and utilize them strategically. * Introduce students to the various components of multimodal communication and help them recognize the strengths and limitations of different modes. Teach students to understand how combining multiple modes can enhance the effectiveness of communication.   + Teach students to identify situations where multimodal tools are appropriate and beneficial for conveying complex ideas or messages. Encourage students to consider the purpose of their communication, the preferences of their audience, and the potential impact of different modes on engagement and understanding.   + Encourage students to consider how different modes complement each other and contribute to the overall meaning and impact of communication. Teach students to balance text, images, audio, and other elements to create a cohesive and engaging presentation.   + Provide opportunities for students to create and edit multimodal content using digital tools and software. Teach students how to select and manipulate images, audio, video, and other multimedia elements to enhance communication. Encourage experimentation with different combinations of modes and seek feedback from peers and teachers to refine creations.   + Teach students to analyze and evaluate multimodal presentations, considering factors such as clarity, coherence, engagement, and effectiveness in conveying the intended message. * Develop informational literacy skills by teaching students the importance of critical thinking, discernment, and skepticism when encountering information from different sources.   + Develop strategies for managing information overload and maintaining focus amid distractions. Use tools and technologies such as digital organizers, bookmarks, and note-taking apps to streamline information management processes.   + Consider multiple perspectives and viewpoints when analyzing information from multiple sources, comparing and contrasting conflicting or contradictory information, identifying underlying assumptions and biases, and seeking out diverse viewpoints to gain more comprehensive understanding of complex issues.   + Synthesizing information from multiple streams helps form coherent and well-supported conclusions or arguments by drawing connections, identifying patterns, and discerning overarching themes and trends.   + Information can help inform decision-making, problem-solving, and communication. |

## 10.C.4 Examining Media Messages

1. Analyze the viewpoint of print and digital publications (e.g., advertisements, editorials, blogs, and websites).
2. Analyze, compare, and contrast visual and verbal media messages for content (e.g., word choice and choice of information), intent (e.g., persuasive techniques, including but not limited to ad hominem, red herring, and strawman), impact (e.g., public opinion trends), and effectiveness (e.g., effect on the audience).
3. Examine and analyze how media messages are constructed based on varying opinions, values, and viewpoints.
4. Evaluate the motives (e.g., social, commercial, and political) behind media messages used to determine author’s purpose, factual content, opinion, and/or possible bias.
5. Describe possible cause-and- effect relationships between mass media coverage and public opinion trends.

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| **10.C.4 Examining Media Messages** |
| * Students must develop critical thinking skills to navigate and analyze the abundance of information and messages presented through print and digital media. This standard focuses on equipping students with the ability to critically assess various forms of media and learn to discern the viewpoints, biases, persuasive techniques, and underlying motives behind media messages, as well as evaluate their impact on public opinion and society at large.   + Media messages include factual information, opinion pieces, and persuasive content, and viewpoints from multiple sources about the same topic should be compared.   + Visual and verbal elements work to convey meaning, evoke emotions, and persuade the audience. Common persuasive techniques are employed in media discourse, such as the following:     - Ad hominem- an argument directed against a person rather than the position they are maintaining.     - Red herring – a piece of information that is, or is intended to be, misleading or distracting.     - Strawman – an intentionally misrepresented proposition that is set up because it is easier to defeat than an opponent’s real argument.   + Media messages can shape public discourse, influence attitudes and behaviors, and contribute to societal trends.   + Messages are constructed based on varying opinions, values, and viewpoints, and these shape the purpose and impact of the message. Encourage students to critically evaluate the reliability and validity of information and to incorporate evidence based reasoning and logical argumentation in their analyses.   + Media messages have motives, and often include bias or manipulation. Students need to be able to evaluate the social, commercial, and political factors that may influence media content and messaging. Provide guidance on identifying forms of bias that can impact audience interpretation.   + Media coverage of events, issues, and controversies can shape public perceptions, attitudes, and behaviors over time. Students need to be able to describe this cause and effect relationship when examining media messages. |

## Research

**10.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-ten content, texts, and areas prompted by student interest.**

### 10.R.1 Evaluation and Synthesis of Information

1. Formulate and revise questions about a research topic, broadening or narrowing the inquiry as necessary.
2. Gather and organize information from various sources, including internet resources, electronic databases, and other technology.
3. Objectively evaluate primary and secondary sources for their credibility, reliability, accuracy, usefulness, and limitations, that includes identifying their main and supporting ideas, points of view, conflicting information, and any misconceptions or biases.
4. Synthesize multiple streams of information from a variety of sources to support claims and introduce counterclaims.
5. Create research products aligned with the demands of the reading and writing standards.
6. Cite primary and secondary sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or American Psychological Association (APA).
7. Define the meaning and legal consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
8. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.

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| **10.R.1 Evaluation and Synthesis of Information** |
| * In tenth grade, students are exploring topics, gathering information, and developing informed perspectives. Crafting questions is fundamental to the research process, as it helps clarify focus, identify relevant sources, and refine inquiry. Effective questions are clear, specific, and purposeful, guiding exploration and topic analysis.   + Topics should be selected that is relevant to a student’s personal or academic interests, and effective questions are broad enough to encompass a topic but specific enough to guide inquiry.   + Questions might be reframed and revised as students learn more about topics and make new discoveries in research. * Students need the skills to navigate and evaluate information from a variety of sources effectively. Gathering and organizing information is essential for conducting research, developing arguments, and synthesizing information. Students must critically evaluate the credibility, reliability, and relevance of sources to organize information in a coherent and systematic manner to support study.   + Conduct lateral research to ensure credibility of sources, and use search engines, academic databases and online libraries. * The ability to evaluate sources critically and objectively is a crucial skill for tenth grade students as they engage in research and academic inquiry. Primary and secondary sources provide valuable information, but their credibility, reliability, accuracy, and relevance must be determined to make informed decisions about their use and inclusion.   + Primary Sources provide firsthand accounts or original data, while secondary sources interpret or analyze primary sources. Students should consider the importance of including both types in research.   + Main ideas and central arguments are determined by examining thesis statements and key claims, considering the author’s perspective and point of view, and identifying any underlying assumptions or biases that may influence the sources’ content.   + Corroborating evidence or multiple sources that support claims should be considered when evaluating sources. * Synthesizing data involves combining multiple sources of data, evidence, and perspectives to develop a comprehensive understanding of a topic or issue. This process requires critical thinking skills, the ability to analyze and evaluate sources, and the capacity to integrate diverse viewpoints to construct well-rounded arguments.   + Extracting key information, data, evidence, and arguments from chosen sources facilitates the synthesis process, especially if these pieces are highlighted, noted, and annotated for easy retrieval.   + Clear and concise claims should be generated from the synthesized information of multiple sources. * In tenth grade, students will create research products that align with the grade level expectations in reading (10.RL./10.RI) and writing (10.W). * Plagiarism is the act of using someone else’s words, ideas, or work without proper attribution or permission and presenting them as one’s own. In tenth grade, students must adhere to ethical and legal guidelines for gathering and using information, demonstrating academic integrity and respect for intellectual property rights.   + Plagiarism undermines the principles of honesty, fairness, and academic integrity.   + Legal consequences of plagiarism include potential lawsuits, academic penalties, and damage to reputation. Not only is plagiarism unethical, but it is also illegal as it violates copyright laws and intellectual property rights.   + Proper citation and attribution must be present when students are using sources in their writing, employing styles such as MLA or APA.   + Paraphrasing, summary, and synthesis of information while providing citation are appropriate ways to integrate sources, and students should learn how to incorporate direct quotations into original content and cite using a bibliography or works cited page. * In tenth grade, students have access to a vast array of information sources, and it is imperative for these students to understand how to use these sources ethically and responsibly by respecting intellectual property rights, privacy concerns, and other ethical considerations.   + Ethical use includes giving proper credit to original authors, obtaining permission for the use of copyrighted materials, and using information responsibly.   + Issues such as data privacy, algorithmic bias, data manipulation, and the potential impact of AI and other emergent technologies should be discussed. |