

GRADE 10

The Grades 9-12 Recurring Standards for English Language Arts, shown in the chart below, are an important part of every course. Through these recurring standards, students learn and practice active listening, read a variety of workplace and literary texts, learn and practice essential digital skills, utilize a process to create and modify written work, implement conventions of language and usage, and utilize context to decipher word meanings. The recurring standards are to be incorporated throughout the course.

RECURRING STANDARDS FOR GRADES 9-12

Students will:

Reception

R1. Read a variety of print and nonprint documents to acquire new information and respond to the needs and demands of society and the workplace.

Examples: emails, directions, diagrams, charts, other common workplace documents

R2. Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.

Examples: short and long prose texts, poetry, dramas

R3. Utilize active listening skills in formal and informal conversations, following predetermined norms.

Expression

R4. Use digital and electronic tools appropriately, safely, and ethically.

R5. Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

R6. Employ conventions of grammar, mechanics, and usage in order to communicate effectively with a target audience.

Examples: punctuation, capitalization, spelling, effective sentence structure, appropriate formality of language

R7. Use context clues to determine meanings of unfamiliar spoken or written words.

GRADE 10 CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

CRITICAL LITERACY		
Process and employ information for a variety of academic, occupational, and personal purposes.		
RECEPTION	READING	<ol style="list-style-type: none"> 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. 2. Analyze and evaluate information from graphic texts to draw conclusions, defend claims, and make decisions. <i>Examples: tables, graphs, charts, digital dashboards, flow charts, timelines, forms, maps, blueprints</i> 3. Analyze how an author’s cultural perspective influences style, language, and themes. 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. 5. Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole. 6. Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints, not limited to the grade-level literary focus. 7. Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.

	LISTENING	<p>8. Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.</p>
EXPRESSION	WRITING	<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.</p> <p><i>Examples: paragraphs, constructed responses, essays</i></p> <p>a. Write a memoir, narrative essay, or personal or fictional narrative to convey a series of events, establishing a clear purpose, using narrative techniques, and sequencing events coherently.</p> <p><i>Examples: dialogue, pacing, description, reflection; chronological order, reverse chronological order, flashbacks</i></p> <p>b. Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.</p> <p><i>Examples: specific facts, examples, details, statistics/data, examples appropriate to the audience’s knowledge of the topic</i></p> <p>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>
	SPEAKING	<p>10. Present research findings to peers, either formally or informally, integrating credible, accurate information from multiple sources, including diverse media.</p> <p>11. Participate in collaborative discussions involving multiple perspectives, responding and contributing with relevant evidence and commentary.</p>

DIGITAL LITERACY		
Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information, people, and resources and to display information flexibly and dynamically.		
RECEPTION	READING	12. Interpret digital texts to determine subject, occasion, audience, purpose, tone, and credibility.
	LISTENING	13. Interpret a digital audio source to determine subject, occasion, audience, purpose, tone, and credibility.
EXPRESSION	WRITING	14. Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.
	SPEAKING	15. Create and deliver an individual or collaborative presentation that is suitable in purpose and tone for its intended audience and occasion. <i>Examples: speaking to defend or explain a digital poster, multimedia presentation, or video in an area of interest related to college or career choices</i>

LANGUAGE LITERACY		
Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.		
RECEPTION	READING	16. Interpret how an author’s grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents.
	LISTENING	17. Classify formality of language in order to comprehend, interpret, and respond appropriately.

		18. Analyze a speaker’s rhetorical, aesthetic, and organizational choices in order to determine point of view and purpose. <i>Examples: Analyze Mahatma Gandhi’s “Quit India” speech. Analyze “The Appeal of 18 June” by Charles de Gaulle.</i>
EXPRESSION	WRITING	19. Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure. a. Exhibit stylistic consistency in writing.
	SPEAKING	20. Adapt speech to purpose and audience in a variety of contexts and tasks, demonstrating command of formal English conventions when indicated or appropriate.

RESEARCH LITERACY

Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

RECEPTION	READING	21. Locate and determine the usefulness of relevant and credible information to answer a question, solve a problem, or defend a position. 22. Use a variety of search tools and research strategies to locate credible sources. <i>Examples: library databases, search engines; keyword search, boolean search</i>
	LISTENING	23. Use audio sources to obtain useful and credible information to answer a question, solve a problem, or defend a position.
EXPRESSION	WRITING	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. 25. Integrate information from at least two kinds of sources into writing, using quotations, paraphrases, and summaries that consistently follow a particular style guide. <i>Examples: MLA, APA</i>

		26. Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
	SPEAKING	27. Utilize responsible and ethical research practices to present clear, coherent products with a command of language suitable for a target audience and purpose.