

# ENGLISH / LANGUAGE ARTS GRADE 10

## STANDARDS AND OBJECTIVES

Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

**Standard 1: Vocabulary**—The student will expand vocabulary through word study, literature, and class discussion.

Apply a knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.

1. Apply a knowledge of Greek (e.g., tele/phone, micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots, prefixes, and suffixes to determine word meanings.
2. Research word origins as an aid to understanding meaning, derivations, and spelling as well as influences on the English language.
3. Use reference material, such as glossary, dictionary, thesaurus, and available technology, to determine precise meaning and usage.
4. Discriminate between connotative and denotative meanings and interpret the connotative power of words.
5. Use word meanings within the appropriate context and verify these meanings by definition restatement, example, and analogy.

**Standard 2: Comprehension**—The student will interact with the words and concepts on the page to understand what the writer has said.

Read and understand grade-level-appropriate material. Analyze the organization patterns and evaluate authors' argument and position. At Grade 10, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

### 1. Literal Understanding

- a. Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose.
- b. Understand specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).
- c. Use a range of automatic monitoring and self-correcting methods (e.g., rereading, slowing down, subvocalizing, consulting resources, questioning).

\*

\*

d. Recognize signal/transitional words and phrases and their contributions to the meaning of the text (e.g., however, in spite of, for example, consequently).

### 2. Inferences and Interpretation

- a. Use elements of the text to defend responses and interpretations.
- b. Draw inferences, such as conclusions, generalizations, and predictions, and support

them with text evidence and personal experience.

\*c. Investigate influences on a reader's response to a text (e.g., personal experience and values; perspective shaped by age, gender, class, nationality).

### 3. Summary and Generalization

a. Determine the main idea, locate and interpret minor or subtly stated details in complex passages.

b. Use text features and elements to support inferences and generalizations about information.

c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts,

including relationships among concepts and details in those structures.

### 4. Analysis and Evaluation

a. Discriminate between fact and opinion and fiction and nonfiction.

b. Evaluate deceptive and/or faulty arguments in persuasive texts.

c. Analyze the structure and format of informational and literary documents and explain how

authors use the features to achieve their purposes.

d. Analyze techniques (e.g., language, organization, tone, context) used to convey opinions or impressions.

**Standard 3:** Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.

Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Conduct an in-depth analysis of the themes of these works.

1. Literary Genres—Demonstrate a knowledge of and an appreciation for various forms of literature.

a. Analyze the characteristics of genres, including short story, novel, drama, narrative and lyric poetry, and essay.

b. Analyze the characteristics of subgenres, such as satire, sonnet, epic, myths and legends, mystery, and editorials.

2. Literary Elements—Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.

a. Describe and analyze elements of fiction, including plot, conflict, character, setting, theme, mood, point of view, and how they are addressed and resolved.

b. Explain how an author's viewpoint or choice of a narrator affects the characterization and the tone, plot, mood and credibility of a text.

c. Analyze characters' traits by what the characters say about themselves in narration, dialogue,

and soliloquy (when they speak out loud to themselves).

d. Evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory (the use of fictional figures and actions to express truths about human

experiences), and symbolism (the use of symbols to represent an idea or theme), and

explain their appeal.

e. Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).

3. Figurative Language and Sound Devices—Identify and use figurative language and sound devices in writing and recognize how they affect the development of a literary work.

a. Identify and use figurative language, such as analogy, hyperbole, metaphor, personification, and simile.

b. Identify and use sound devices, such as rhyme, alliteration, and onomatopoeia.

\*c. Analyze the melodies of literary language, including its use of evocative words, rhythms and rhymes.

4. Literary Works—The student will read and respond to historically and culturally significant works of literature.

a. Analyze and evaluate works of literature and the historical context in which they were written.

b. Analyze and evaluate literature from various cultures to broaden cultural awareness.

c. Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature, and provide evidence to support the ideas expressed in each work.

**Standard 4:** Research and Information—The student will conduct research and organize information.

1. Accessing Information—Select the best source for a given purpose.

a. Access information from a variety of primary and secondary sources.

\*b. Skim text for an overall impression and scan text for particular information.

c. Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).

2. Interpreting Information—Analyze and evaluate information from a variety of sources.

a. Summarize, paraphrase, and/or quote relevant information.

b. Determine the author's viewpoint to evaluate source credibility and reliability.

c. Synthesize information from multiple sources to draw conclusions that go beyond those

found in any of the individual studies.

d. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.