

English Language Arts (ELA)
Grade-Level Expectations: Tenth Grade

Reading and Responding

Standard 1:

1. Extend basic and technical vocabulary using a variety of strategies, including:
 - use of context clues
 - use of knowledge of Greek and Latin roots and affixes
 - use of denotative and connotative meanings
 - tracing etymology (ELA-1-H1)
2. Analyze the development of story elements, including:
 - characterization
 - plot and subplot(s)
 - theme
 - mood/atmosphere (ELA-1-H2)
3. Analyze the significance within a context of literary devices, including:
 - imagery
 - symbolism
 - flashback
 - foreshadowing
 - irony, ambiguity, contradiction
 - allegory
 - tone
 - dead metaphor
 - personification, including pathetic fallacy (ELA-1-H2)
4. Draw conclusions and make inferences about ideas and information in grade-appropriate texts in oral and written responses, including:
 - short stories/novels
 - nonfiction works
 - five-act plays
 - poetry/epics
 - film/visual texts
 - consumer/instructional materials
 - public documents (ELA-1-H3)
5. Analyze ways in which ideas and information in texts, such as almanacs, microfiche, news sources, technical documents, Internet sources, and literary texts, connect to real-life situations and other texts or represent a view or comment on life (ELA-1-H4)

Standard 6:

6. Compare and/or contrast cultural elements including a group's history, perspectives, and language found in multicultural texts in oral and written responses (ELA-6-H1)
7. Analyze connections between historical contexts and the works of authors, including Sophocles and Shakespeare (ELA-6-H2)
8. Analyze recurrent themes in world literature (ELA-6-H2)
9. Analyze, in oral and written responses, distinctive elements, including theme and structure, of literary forms and types, including:
 - essays by early and modern writers
 - lyric, narrative, and dramatic poetry
 - drama, including ancient, Renaissance, and modern
 - short stories, novellas, and novels
 - biographies and autobiographies
 - speeches (ELA-6-H3)
10. Identify and explain in oral and written responses the ways in which particular genres reflect life experiences, for example:

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- an essay expresses a point of view
- a legend chronicles the life of a cultural hero
- a short story or novel provides a vicarious life experience (ELA-6-H4)

Standard 7:

11. Demonstrate understanding of information in grade-appropriate texts using a variety of reasoning strategies, including:
 - summarizing and paraphrasing information and story elements
 - comparing and contrasting information in various texts (e.g., televised news, news magazines, documentaries, online information)
 - comparing and contrasting complex literary elements, devices, and ideas within and across texts
 - examining the sequence of information and procedures in order to critique the logic or development of ideas in texts
 - making inferences and drawing conclusions
 - making predictions and generalizations (ELA-7-H1)
12. Solve problems using reasoning skills, including:
 - using supporting evidence to verify solutions
 - analyzing the relationships between prior knowledge and life experiences and information in texts
 - using technical information in specialized software programs, manuals, interviews, surveys, and access guides to Web sites (ELA-7-H2)
13. Use knowledge of an author's background, culture, and philosophical assumptions to analyze the relationship of his/her works to the themes and issues of the historical period in which he/she lived (ELA-7-H3)
14. Evaluate the effects of an author's life in order to interpret universal themes and messages across different works by the same author (ELA-7-H3)
15. Analyze information within and across grade-appropriate texts using various reasoning skills, including:
 - identifying cause-effect relationships
 - raising questions
 - reasoning inductively and deductively
 - generating a theory or hypothesis
 - distinguishing facts from opinions and probability (ELA-7-H4)

Writing

Standard 2:

16. Develop organized, coherent paragraphs that include the following:
 - topic sentences
 - logical sequence
 - transitional words and phrases
 - appropriate closing sentences
 - parallel construction where appropriate (ELA-2-H1)
17. Develop multiparagraph compositions organized with the following:
 - a clearly stated central idea/thesis statement
 - a clear, overall structure that includes an introduction, a body, and an appropriate conclusion
 - supporting paragraphs appropriate to the topic organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction)
 - transitional words and phrases that unify throughout (ELA-2-H1)

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18. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following:
 - word choices appropriate to the identified audience and/or purpose
 - vocabulary selected to clarify meaning, create images, and set a tone
 - information/ideas selected to engage the interest of the reader
 - clear voice (individual personality) (ELA-2-H2)
19. Develop complex compositions using writing processes, including:
 - selecting topic and form
 - determining purpose and audience
 - prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements)
 - drafting
 - conferencing (e.g., with peers and teachers)
 - revising for content and structure based on feedback
 - proofreading/editing to improve conventions of language
 - publishing using technology (ELA-2-H3)
20. Develop complex paragraphs and multiparagraph compositions using all modes of writing, emphasizing exposition and persuasion (ELA-2-H4)
21. Use all modes to write complex compositions, including:
 - comparison/contrast of ideas and information in reading materials or current issues
 - literary analyses that compare and contrast multiple texts
 - editorials on current affairs (ELA-2-H4)
22. Develop writing using a variety of complex literary and rhetorical devices, including imagery and the rhetorical question (ELA-2-H5)
23. Develop individual writing style that includes the following:
 - a variety of sentence structures (e.g., parallel or repetitive) and lengths
 - diction selected to create a tone and set a mood
 - selected vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5)
24. Write for various purposes, including:
 - formal and business letters, such as letters of complaint and requests for information
 - letters to the editor
 - job applications
 - text-supported interpretations that connect life experiences to works of literature (ELA-2-H6)

Writing/Proofreading

Standard 3:

25. Apply standard rules of sentence formation, avoiding common errors, such as:
 - fragments
 - run-on sentences
 - syntax problems (ELA-3-H2)
26. Apply standard rules of usage, including:
 - making subjects and verbs agree
 - using verbs in appropriate tenses
 - making pronouns agree with antecedents
 - using pronouns in appropriate cases (e.g., nominative and objective)
 - using adjectives in comparative and superlative degrees
 - using adverbs correctly

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- avoiding double negatives (ELA-3-H2)
27. Apply standard rules of mechanics, including:
- using commas to set off appositives or parenthetical phrases
 - using quotation marks to set off titles of short works
 - using colons preceding a list and after a salutation in a business letter
 - using appropriate capitalization, including names of political and ethnic groups, religions, and continents (ELA-3-H2)
28. Use correct spelling conventions when writing and editing (ELA-3-H3)
29. Use a variety of resources, such as dictionaries, thesauruses, glossaries, technology, and textual features (e.g., definitional footnotes, sidebars), to verify word spellings (ELA-3-H3)

Speaking and Listening

Standard 4:

30. Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1)
31. Select language appropriate to specific purposes and audiences, including:
- delivering informational/book reports in class
 - conducting interviews/surveys of classmates or the general public
 - participating in class discussions (ELA-4-H1)
32. Listen to detailed oral instructions and presentations and carry out complex procedures, including:
- taking accurate notes
 - writing summaries or responses
 - forming groups (ELA-4-H2)
33. Organize and use precise language to deliver oral directions and instructions about general, technical, or scientific topics (ELA-4-H2)
34. Deliver oral presentations that include the following:
- volume, phrasing, enunciation, voice modulation, and inflection adjusted to stress important ideas and impact audience response
 - language choices adjusted to suit the content and context
 - an organization that includes an introduction, selected details, and a conclusion arranged to impact an audience (ELA-4-H3)
35. Use active listening strategies, including:
- monitoring message for clarity
 - selecting and organizing essential information
 - noting cues such as changes in pace
 - generating and asking questions concerning a speaker's content, delivery, and attitude toward the subject (ELA-4-H4)
36. Deliver clear, coherent, and concise oral presentations and responses about information and ideas in a variety of texts (ELA-4-H4)
37. Analyze media information in oral and written responses, including:
- comparing and contrasting the ways in which print and broadcast media cover the same event
 - evaluating media messages for clarity, quality, effectiveness, motive, and coherence
 - listening to and critiquing audio/video presentations (ELA-4-H5)
38. Participate in group and panel discussions, including:
- identifying the strengths and talents of other participants
 - acting as facilitator, recorder, leader, listener, or mediator
 - evaluating the effectiveness of participants' performances (ELA-4-H6)

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Information Resources

Standard 5:

39. Select and evaluate relevant information for a research project using the organizational features of a variety of resources, including:
 - print texts such as prefaces, appendices, annotations, citations, bibliographic references, and endnotes
 - electronic texts such as database keyword searches, search engines, and e-mail addresses (ELA-5-H1)
40. Locate, analyze, and synthesize information from grade-appropriate resources, including:
 - multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals)
 - electronic sources (e.g., Web sites and databases)
 - other media sources (e.g., community and government data, television and radio resources, and other audio and visual materials) (ELA-5-H2)
41. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-H2)
42. Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including:
 - formulating clear research questions
 - using research methods to gather evidence from primary and secondary sources
 - using graphic organizers (e.g., outlining, charts, timelines, webs)
 - compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation (ELA-5-H3)
43. Write a variety of research reports, which include the following:
 - research that supports the main ideas
 - facts, details, examples, and explanations from multiple sources
 - graphics when appropriate
 - complete documentation (e.g., endnotes, parenthetical citations, works cited lists, or bibliographies) (ELA-5-H3)
44. Use word processing and/or technology to draft, revise, and publish various works, including research reports documented with parenthetical citations and bibliographies or works cited lists (ELA-5-H4)
45. Follow acceptable use policy to document sources in research reports using various formats, including:
 - preparing extended bibliographies of reference materials
 - integrating quotations and citations while maintaining flow of ideas
 - using standard formatting for source acknowledgment according to a specified style guide
 - using parenthetical documentation following *MLA Guide* within a literature-based research report (ELA-5-H5)
46. Analyze information found in complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars to determine usefulness for research (ELA-5-H6)