

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:
 - a. use of context clues
 - b. use of knowledge of Greek and Latin roots and affixes
 - c. use of denotative and connotative meanings
 - d. tracing etymology (ELA-1-H1)
2. Analyze the development of story elements, including:
 - a. characterization
 - b. plot and subplot(s)
 - c. theme
 - d. mood/atmosphere (ELA-1-H2)
3. Analyze the significance within a context of literary devices, including:
 - a. imagery
 - b. symbolism
 - c. flashback
 - d. foreshadowing
 - e. irony, ambiguity, contradiction
 - f. allegory
 - g. tone
 - h. dead metaphor
 - i. 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:
 - a. short stories/novels
 - b. nonfiction works
 - c. five-act plays
 - d. poetry/epics
 - e. film/visual texts
 - f. consumer/instructional materials
 - g. 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:
 - a. essays by early and modern writers
 - b. lyric, narrative, and dramatic poetry
 - c. drama, including ancient, Renaissance, and modern
 - d. short stories, novellas, and novels
 - e. biographies and autobiographies
 - f. speeches (ELA-6-H3)
10. Identify and explain in oral and written responses the ways in which particular genres reflect life experiences, for example:
 - a. an essay expresses a point of view

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- b. a legend chronicles the life of a cultural hero
- c. 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:
 - a. summarizing and paraphrasing information and story elements
 - b. comparing and contrasting information in various texts (e.g., televised news, news magazines, documentaries, online information)
 - c. comparing and contrasting complex literary elements, devices, and ideas within and across texts
 - d. examining the sequence of information and procedures in order to critique the logic or development of ideas in texts
 - e. making inferences and drawing conclusions
 - f. making predictions and generalizations (ELA-7-H1)
12. Solve problems using reasoning skills, including:
 - a. using supporting evidence to verify solutions
 - b. analyzing the relationships between prior knowledge and life experiences and information in texts
 - c. 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:
 - a. identifying cause-effect relationships
 - b. raising questions
 - c. reasoning inductively and deductively
 - d. generating a theory or hypothesis
 - e. distinguishing facts from opinions and probability (ELA-7-H4)

Writing

Standard 2:

16. Develop organized, coherent paragraphs that include the following:
 - a. topic sentences
 - b. logical sequence
 - c. transitional words and phrases
 - d. appropriate closing sentences
 - e. parallel construction where appropriate (ELA-2-H1)
17. Develop multiparagraph compositions organized with the following:
 - a. a clearly stated central idea/thesis statement
 - b. a clear, overall structure that includes an introduction, a body, and an appropriate conclusion
 - c. 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)
 - d. transitional words and phrases that unify throughout (ELA-2-H1)
18. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following:
 - a. word choices appropriate to the identified audience and/or purpose

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- b. vocabulary selected to clarify meaning, create images, and set a tone
 - c. information/ideas selected to engage the interest of the reader
 - d. clear voice (individual personality) (ELA-2-H2)
- 19. Develop complex compositions using writing processes, including:
 - a. selecting topic and form
 - b. determining purpose and audience
 - c. prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements)
 - d. drafting
 - e. conferencing (e.g., with peers and teachers)
 - f. revising for content and structure based on feedback
 - g. proofreading/editing to improve conventions of language
 - h. 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:
 - a. comparison/contrast of ideas and information in reading materials or current issues
 - b. literary analyses that compare and contrast multiple texts
 - c. 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. a variety of sentence structures (e.g., parallel or repetitive) and lengths
 - b. diction selected to create a tone and set a mood
 - c. selected vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5)
- 24. Write for various purposes, including:
 - a. formal and business letters, such as letters of complaint and requests for information
 - b. letters to the editor
 - c. job applications
 - d. 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:
 - a. fragments
 - b. run-on sentences
 - c. syntax problems (ELA-3-H2)
- 26. Apply standard rules of usage, including:
 - a. making subjects and verbs agree
 - b. using verbs in appropriate tenses
 - c. making pronouns agree with antecedents
 - d. using pronouns in appropriate cases (e.g., nominative and objective)
 - e. using adjectives in comparative and superlative degrees
 - f. using adverbs correctly
 - g. avoiding double negatives (ELA-3-H2)
- 27. Apply standard rules of mechanics, including:
 - a. using commas to set off appositives or parenthetical phrases
 - b. using quotation marks to set off titles of short works
 - c. using colons preceding a list and after a salutation in a business letter

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- d. 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:
 - a. delivering informational/book reports in class
 - b. conducting interviews/surveys of classmates or the general public
 - c. participating in class discussions (ELA-4-H1)
- 32. Listen to detailed oral instructions and presentations and carry out complex procedures, including:
 - a. taking accurate notes
 - b. writing summaries or responses
 - c. 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:
 - a. volume, phrasing, enunciation, voice modulation, and inflection adjusted to stress important ideas and impact audience response
 - b. language choices adjusted to suit the content and context
 - c. 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:
 - a. monitoring message for clarity
 - b. selecting and organizing essential information
 - c. noting cues such as changes in pace
 - d. 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:
 - a. comparing and contrasting the ways in which print and broadcast media cover the same event
 - b. evaluating media messages for clarity, quality, effectiveness, motive, and coherence
 - c. listening to and critiquing audio/video presentations (ELA-4-H5)
- 38. Participate in group and panel discussions, including:
 - a. identifying the strengths and talents of other participants
 - b. acting as facilitator, recorder, leader, listener, or mediator
 - c. evaluating the effectiveness of participants' performances (ELA-4-H6)

Information Resources

Standard 5:

- 39. Select and evaluate relevant information for a research project using the organizational features of a variety of resources, including:
 - a. print texts such as prefaces, appendices, annotations, citations, bibliographic references, and endnotes

