

## 10<sup>th</sup> Grade – Language Arts

### **CONTENT: Phonemic Awareness, Word Recognition and Fluency**

*Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.*

### **CONTENT: Acquisition of Vocabulary**

<b>Skills Based on Academic Content Standards</b>
Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.
Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships.
Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns.
Analyze the ways that historical events influenced the English language.
Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).
Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.

### **CONTENT: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies**

*In Grades 8 through 12, students should read purposefully and automatically, using the comprehension and self-monitoring strategies outlined in previous grades. As they encounter increasingly challenging content-area and literary texts, student may more consciously employ these strategies and benefit from teacher modeling of the reading process.*

<b>Skills Based on Academic Content Standards</b>
Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.
Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.
Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

## CONTENT: Reading Applications: Informational, Technical and Persuasive Text

Skills Based on Academic Content Standards
Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.
Critique the treatment, scope and organization of ideas from multiple sources on the same topic.
Evaluate the effectiveness of information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.
Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., transfer, glittering generalities, bait and switch) and examples of propaganda, bias and stereotyping.
Analyze an author's implicit and explicit argument, perspective or viewpoint in text.
Identify appeals to authority, reason and emotion.
Analyze the effectiveness of the features (e.g., format, graphics, sequence, headers) used in various consumer documents (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).
Describe the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.

## CONTENT: Reading Applications: Literary Text

Skills Based on Academic Content Standards
Compare and contrast an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.
Analyze the features of setting and their importance in a literary text.
Distinguish how conflicts, parallel plots and subplots affect the pacing of action in literary text.
Interpret universal themes across different works by the same author or by different authors.
Analyze how an author's choice of genre affects the expression of a theme or topic.
Explain how literary techniques, including foreshadowing and flashback, are used to shape the plot of a literary text.
Recognize how irony is used in a literary text.
Analyze the author's use of point of view, mood and tone.
Explain how authors use symbols to create broader meanings.
Describe the effect of using sound devices in literary texts (e.g., to create rhythm, to appeal to the senses or to establish mood).
Explain ways in which an author develops a point of view and style (e.g., figurative language, sentence structure and tone), and cite specific examples from the text.

## CONTENT: Writing Processes

<b>Skills Based on Academic Content Standards</b>
Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).
Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.
Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure, and point of view) to address purpose and audience.
Use organizational strategies (e.g., notes, outlines) to plan writing.
Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.
Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).
Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintain coherence across the whole through the use of parallel structures.
Use language, including precise language, action verbs, sensory details and colorful modifiers, and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.
Use available technology to compose text.
Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.
Add and delete information and details to better elaborate on stated central idea and more effectively accomplish purpose.
Rearrange words, sentences and paragraphs and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice.
Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.
Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.
Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

## **CONTENT: Writing Applications**

<b>Skills Based on Academic Content Standards</b>
Write narratives that: <ul style="list-style-type: none"> <li>a. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense);</li> <li>b. use a range of strategies and literary devices including figurative language and specific narration; and</li> <li>c. include an organized, well-developed structure.</li> </ul>
Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.

Write business letters, letters to the editor and job applications that:

- a. address audience needs, stated purpose and context in a clear and efficient manner;
- b. follow the conventional style appropriate to the text using proper technical terms;
- c. include appropriate facts and details;
- d. exclude extraneous details and inconsistencies; and
- e. provide a sense of closure to the writing.

Write informational essays or reports, including research that:

- a. pose relevant and tightly drawn questions that engage the reader.
- b. provide a clear and accurate perspective on the subject.
- c. create an organizing structure appropriate to the purpose, audience and context.
- d. support the main ideas with facts, details, examples and explanations from sources; and
- e. document sources and include bibliographies.

Write persuasive compositions that:

- a. support arguments with detailed evidence;
- b. exclude irrelevant information; and
- c. cite sources of information.

Produce informal writings (e.g., journals, notes and poems) for various purposes.

## **CONTENT: Writing Conventions**

<b>Skills Based on Academic Content Standards</b>
Use correct spelling conventions.
Use correct capitalization and punctuation.
Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).
Use parallel structure to present items in a series and items juxtaposed for emphasis.
Use proper placement of modifiers.

## **CONTENT: Research**

<b>Skills Based on Academic Content Standards</b>
Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.
Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).
Evaluate and systematically organize important information, and select appropriate sources to support central ideas, concepts and themes.
Integrate quotations and citations into written text to maintain a flow of ideas.
Use style guides to produce oral and written reports that give proper credit for sources, and include an acceptable format for source acknowledgement.

Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.

## **CONTENT: Communication: Oral and Visual**

### **Skills Based on Academic Content Standards**

Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.

Interpret types of arguments used by the speaker such as authority and appeals to audience.

Evaluate the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.

Identify how language choice and delivery styles (e.g., repetition, appeal to emotion, eye contact) contribute to meaning.

Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.

Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.

Vary language choices as appropriate to the context of the speech.

Deliver informational presentations (e.g., expository, research) that:

- a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;
- b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;
- c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);
- d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and
- e. draw from multiple sources, including both primary and secondary sources, and identify sources used.

Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.

Deliver persuasive presentations that:

- a. establish and develop a logical and controlled argument;
- b. include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias;
- c. use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority and reason; and
- d. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and
- e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).