Florida English Language Arts

Grade 10

Reading

1 Reading Prose and Poetry ELA.10.R.1

1. Literary Elements: Analyze how key elements enhance or add layers of meaning and/or style in a literary text. ELA.10.R.1.1
2. Theme: Analyze and compare universal themes and their development throughout a literary text. ELA.10.R.1.2
3. Perspective and Point of View: Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives. ELA.10.R.1.3
4. Poetry: Analyze how authors create multiple layers of meaning and/or ambiguity in a poem. ELA.10.R.1.4

2 Reading Informational Text ELA.10.R.2

1. Structure: Analyze the impact of multiple text structures and the use of features in text(s). ELA.10.R.2.1
2. Central Idea: Analyze the central idea(s) of historical American speeches and essays. ELA.10.R.2.2
3. Purpose and Perspective: Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays. ELA.10.R.2.3
4. Argument: Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims and analyzing the ways in which the authors use the same information to achieve different ends. ELA.10.R.2.4

3 Reading Across Genres ELA.10.R.3

1. Interpreting Figurative Language: Analyze how figurative language creates mood in text(s). ELA.10.R.3.1
2. Paraphrasing and Summarizing: Paraphrase content from grade-level texts. ELA.10.R.3.2
3. Comparative Reading: Analyze how mythical, classical, or religious texts have been adapted. ELA.10.R.3.3
4. Understanding Rhetoric: Analyze an author's use of rhetoric in a text. ELA.10.R.3.4

Key elements of a literary text are setting, plo

Clarification 1 **Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.**

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conflict, point of view, theme, and tone.		
For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)	Clarification 2	For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)
Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.	Clarification 3	Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.
A universal theme is an idea that applies to anyone, anywhere, regardless of cultural dif inc lim...	Clarification 1	A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include, but are not limited to, an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the

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individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.		inevitability of fate; the struggle for equality; and the loss of innocence.
For more information, see Literary Periods.	Clarification 1	For more information, see Literary Periods.
Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.	Clarification 1	Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.
Students will analyze the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendices.	Clarification 2	Students will analyze the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendices.
In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.	Clarification 1	In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.
SeSkip to main content an	rification 2	See Rhetorical Appeals and Rhetorical Devices.

Validity refers to the soundness of the arguments.	Clarification 1	Validity refers to the soundness of the arguments.
Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.	Clarification 1	Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.
See Secondary Figurative Language.	Clarification 2	See Secondary Figurative Language.
Most grade-level texts are appropriate for this benchmark.	Clarification 1	Most grade-level texts are appropriate for this benchmark.
The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.	Clarification 1	The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.
Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, an	Clarification 1	Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.

Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.

Clarification 2 **Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.**

See Secondary Figurative Language.

Clarification 3 **See Secondary Figurative Language.**

See Rhetorical Appeals and Rhetorical Devices.

Clarification 4 **See Rhetorical Appeals and Rhetorical Devices.**

Communication

1 Communicating Through Writing ELA.10.C.1

2 Narrative Writing: Write narratives using an appropriate pace to create tension, mood, and/or tone. ELA.10.C.1.2

3 Argumentative Writing: Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone. ELA.10.C.1.3

4 Expository Writing: Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriateto the task. ELA.10.C.1.4

5 Improving Writing: Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience. ELA.10.C.1.5

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2 Communicating Orally ELA.10.C.2

1 Oral Presentation: Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. ELA.10.C.2.1

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3 Following Conventions ELA.10.C.3

1 Conventions: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. ELA.10.C.3.1

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4 Researching ELA.10.C.4

1 Researching and Using Information: Conduct research to answer a question, refining the scope of the question to align with findings and synthesizing information from multiple reliable and valid sources. ELA.10.C.4.1

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5 Creating and Collaborating ELA.10.C.5

1. Multimedia: Create digital presentations to improve understanding of findings, reasoning, and evidence. ELA.10.C.5.1
2. Technology in Communication: Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements. ELA.10.C.5.2

See Writing Types and Narrative Techniques.	**Clarification 1**	**See Writing Types and Narrative Techniques.**
See Writing Types and Elaborative Techniques.	**Clarification 1**	**See Writing Types and Elaborative Techniques.**
The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate.	**Clarification 2**	**The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate.**
See Writing Types.	**Clarification 1**	**See Writing Types.**
At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.	**Clarification 1**	**At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.**
For further guidance, see the Secondary Oral Communication Rubric.	**Clarification 2**	**For further guidance, see the Secondary Oral Communication Rubric.**
Skills to be mastered at this grade level are as fol'	**Clarification 1a**	**Skills to be mastered at this grade level are as follows:**

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Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.	**1 Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.**
Skills to be implemented but not yet mastered are as follows:	**Clarification 1b Skills to be implemented but not yet mastered are as follows:**
Use knowledge of usage rules to create flow in writing and presenting.	**1 Use knowledge of usage rules to create flow in writing and presenting.**
See Conventions Progression by Grade Level for more information.	**Clarification 2 See Conventions Progression by Grade Level for more information.**
While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.	**Clarification 1 While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.**
The presentation may be delivered live or delivered as a stand-alone digital experience.	**Clarification 1 The presentation may be delivered live or delivered as a stand-alone digital experience.**
Vocabulary	**1 Finding Meaning** ELA.10.V.1 1 Academic Vocabulary: Integrate academic vocabulary appropriate to grade level in speaking and writing. ELA.10.V.1.1 2 Morphology: Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. ELA.10.V.1.2

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3 Context and Connotation: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. ELA.10.V.1.3

To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.	**Clarification 1**	**To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.**
Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.	**Clarification 2**	**Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.**
Etymology refers to the study of word origins and the ways that words have changed over time.	**Clarification 1**	**Etymology refers to the study of word origins and the ways that words have changed over time.**
Derivation refers to making new words from an existing word by adding affixes.	**Clarification 2**	**Derivation refers to making new words from an existing word by adding affixes.**
Review of words learned in this way is critical to building background knowledge and related vocabulary.	**Clarification 1**	**Review of words learned in this way is critical to building background knowledge and related vocabulary.**

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See Context Clues and Word Relationships.	**Clarification 2**	**See Context Clues and Word Relationships.**
See 10.R.3.1 and Secondary Figurative Language.	**Clarification 3**	**See 10.R.3.1 and Secondary Figurative Language.**