Oklahoma English Language Arts

Grade 10

Adopted 2021

Listening and Speaking

1. Students will listen and speak effectively in a variety of situations. LS.1

Listening

1. Actively listen using agreed-upon discussion rules with control of verbal and nonverbal cues. 10.1.L.1
2. Actively listen in order to analyze and evaluate speakers' verbal and nonverbal messages by asking questions to clarify purpose and perspective. 10.1.L.2

Speaking

1. Work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions 10.1.S.1
2. Follow agreed-upon rules as they engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly, building on the ideas of others, and respectfully disagreeing when necessary in pairs, diverse groups, and whole-class settings. 10.1.S.2
3. Conduct formal and informal presentations in a variety of contexts supporting their message with evidence and using verbal and nonverbal cues. 10.1.S.3

Reading and Writing Process

b. Students will use a variety of recursive reading and writing processes. RW.2.B

Reading

1. Summarize the main ideas and paraphrase significant parts of increasingly complex texts. 10.2.R.1
2. Identify characteristics of genres and analyze how they enhance comprehension of fiction, poetry, drama, and nonfiction. 10.2.R.2

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Writing

1. Routinely and recursively prewrite (e.g., develop and organize ideas). 10.2.W.1
2. Routinely and recursively develop drafts, applying organizational structure(s) (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.). 10.2.W.2
3. Routinely and recursively revise drafts for organization, transitions, sentence variety, and consistent tone and point of view in order to improve coherence and meaning. 10.2.W.3
4. Routinely and recursively use resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for publication. 10.2.W.4
5. Routinely and recursively publish final drafts for an authentic audience (e.g., publishing digitally, community and professional audiences, newspapers and magazines, entering contests). 10.2.W.5

Critical Reading and Writing

3. **Students will apply critical thinking skills to reading and writing.** CRW.3

Reading

1. Analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic choices in grade-level literary and informational texts. 10.3.R.1
2. Evaluate authors' perspectives and explain how those perspectives contribute to the meanings of texts. 10.3.R.2
3. Evaluate how literary elements impact theme, mood, and/or tone, using textual evidence:- setting- plot structure (e.g., foreshadowing, flashback, in media res)- conflict (i.e., internal, external)- characters (e.g., protagonist, antagonist)- characterization (i.e., direct, indirect)- point of view (e.g., narrator reliability)- archetypes 10.3.R.3
4. Evaluate how literary devices impact theme, mood, and/or tone, using textual evidence:- figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism)- sound devices (i.e., onomatopoeia, alliteration, assonance)- irony (i.e., verbal, situational, dramatic) 10.3.R.4
5. Evaluate the validity of a speaker's argument:- distinguish the kinds of evidence (e.g., logical, empirical, anecdotal)- distinguish substantiated from unsubstantiated claims- analyze rhetorical appeals (i.e., ethos, logos, pathos)- identify bias- identify logical fallacies 10.3.R.5
6. Analyze how informational text structures support the author's purpose. 10.3.R.6
7. Analyze how two or more texts address similar themes or topics, using textual evidence to support their claims and inferences. 10.3.R.7

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Writing

1. Compose narratives reflecting real or imagined experiences that:- include engaging plots involving well-developed, complex characters resolving conflicts- establish narrator(s) that enhance(s) the narrative- are intentionally sequenced in a way to achieve a specific effect- provide clear descriptions, using precise language, sensory details, and dialogue- include varied syntax to enhance readability- emulate literary elements and/or literary devices from mentor texts `10.3.W.1`
2. Compose informative essays, reports, or technical writing that:- objectively introduce and develop topics- include a defensible thesis- incorporate evidence- maintain an organized structure- use sentence variety and word choice to create clarity and concision- establish and maintain a formal style- emulate literary devices from mentor texts `10.3.W.2`
3. Compose argumentative essays, reviews, or op-eds that:- introduce precise, informed claims- include a defensible thesis- acknowledge counterclaims or alternate perspectives- organize claims, counterclaims, and evidence in a logical sequence- provide the most relevant evidence to develop balanced arguments, using credible sources- use sentence variety and word choice to create clarity and concision- use style and tone that suits the audience and purpose `10.3.W.3`
4. Blend narrative, informative, and argumentative writing to suit their audience and purpose. `10.3.W.4`

Vocabulary

4. **Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.** `V.4`

Reading

1. Analyze the relationships among synonyms, antonyms, and analogies. `10.4.R.1`
2. Use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words. `10.4.R.2`
3. Use word parts (e.g., affixes, Anglo-Saxon, Greek, and Latin roots, stems) to define and determine the meaning of increasingly complex words. `10.4.R.3`
4. Use resources (e.g., dictionary, glossary, thesaurus, etc.) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases. `10.4.R.4`

Writing

1. Use precise, grade-level vocabulary in writing to clearly communicate complex ideas. `10.4.W.1`
2. Select language to create a specific effect in writing according to purpose and audience. `10.4.W.2`

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Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively. `L.5`

Reading

1. Recognize and analyze the effect of parallel structure, active and passive voice, and various types of phrases and clauses to convey specific meanings. 10.5.R.1
2. Recognize noun, verb, adjectival, and adverbial phrases and explain their effect in particular sentences. 10.5.R.2

Writing

1. Use or revise for active/passive voice and parallel structure in words, phrases, and/or clauses for effect. 10.5.W.1
2. Add clarity, variety, and/or style to their writing and presentations with parts of speech and various types of phrases and clauses. 10.5.W.2
3. Demonstrate their use of Standard American English (i.e., grammar, mechanics, and usage) in writing, presentations, and/or multimodal literacies to convey specific meanings and ideas, intentionally departing from standard usage to achieve a specific effect. 10.5.W.3
4. Write using correct capitalization mechanics. 10.5.W.4
5. Write using correct end mark mechanics. 10.5.W.5
6. Write using correct apostrophe mechanics. 10.5.W.6
7. Write using correct comma mechanics. 10.5.W.7
8. Use a colon to reveal information. 10.5.W.8
9. Use an ellipsis to indicate omission from quoted material and brackets to indicate an addition or clarification to quoted material. 10.5.W.9
10. Write using correct italics mechanics. 10.5.W.10
11. Write using correct semicolon mechanics. 10.5.W.11

Research

6. **Students will engage in inquiry to acquire, refine, and communicate accurate information.** R.6

Reading

1. Find and comprehend information about a topic, using their own viable research questions. 10.6.R.1
2. Synthesize relevant information from a variety of primary and secondary sources, following ethical and legal citation guidelines. 10.6.R.2
3. Evaluate the relevance, reliability, and validity of the information gathered. 10.6.R.3

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Writing

1. Formulate and refine a viable research question. 10.6.W.1
2. Develop a clear, concise, defensible thesis statement. 10.6.W.2
3. Integrate quotes, paraphrases, and summaries from research, following a consistent citation style (e.g., MLA, APA) to avoid plagiarism. 10.6.W.3
4. Present research in longer formats (e.g., sustained research projects, process essays) and shorter, informal formats (e.g., single-day research projects, informal discussion) to a variety of audiences. 10.6.W.4

Multimodal Literacies

7. **Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.** ML.7

Reading

R. Analyze and evaluate the techniques used in a variety of multimodal content and how they contribute to meaning. 10.7.R

R. Select texts for specific purposes and read independently for extended periods of time. 10.7.R

Writing

W. Create engaging multimodal content that intentionally addresses an audience and accomplishes a purpose. 10.7.W

W. Write independently using print, cursive, and/or typing for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes. 10.7.W

Independent Reading and Writing

8. **Students will read and write independently for a variety of purposes and periods of time.** IRW.8

Reading

R. Select texts for specific purposes and read independently for extended periods of time. 10.8.R

Writing

W. Write independently using print, cursive, and/or typing for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes. 10.8.W