

Grade 10

Developing Skilled Readers and Building Reading Stamina DSR

- 1 The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down. 10.DSR.1**
 - A** Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12). 10.DSR.1.A
 - B** Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 9-10 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12). 10.DSR.1.B
 - C** When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12). 10.DSR.1.C
 - D** Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12). 10.DSR.1.D
 - E** Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12). 10.DSR.1.E

Reading and Vocabulary RV

- RV. The student will systematically build vocabulary and word knowledge based on grade ten content and text. 10.RV**
 - 1 Vocabulary Development and Word Analysis 10.RV.1**
 - A** Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics. 10.RV.1.A
 - B** Use context and sentence structure to clarify the literal and figurative meanings of words and phrases. 10.RV.1.B

- C Use structural analysis of roots, affixes, and etymology to clarify the meanings of unfamiliar and complex words. 10.RV.1.C
- D Discriminate between the connotative and denotative meanings and interpret the connotation(s). 10.RV.1.D
- E Identify and explain idiomatic language in context. 10.RV.1.E
- F Explain the meaning of literary and classical allusions and figurative language in context and analyze their roles in texts. 10.RV.1.F
- G Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities. 10.RV.1.G

Reading Literary Text RL

RL. The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British, and American literature), narratives, poetry, and drama, with an emphasis on world literature. 10.RL

1 Key Ideas and Plot Details 10.RL.1

- A Analyze the development of universal themes (e.g., survival of the fittest, coming of age, power of love) prevalent in world literature (e.g., short stories, poems, plays, novels, and literary nonfiction) of different cultures and eras. 10.RL.1.A
- B Analyze how authors structure texts to advance the plot, explaining how each event gives rise to the next or foreshadows a future event. 10.RL.1.B
- C Describe the different character roles in literary texts (e.g., foil, tragic, hero) and their impact on the theme. 10.RL.1.C
- D Identify and explain how dramatic conventions (e.g., soliloquy, aside, narration, direct address to the audience) contribute to the theme and effect of plays from various cultures. 10.RL.1.D

2 Craft and Style 10.RL.2

- A Explain the overall structure of a poem, including how each successive part builds on earlier sections and how rhyme, rhythm, sound, and imagery convey a message and elicit a reader's emotions. 10.RL.2.A
- B Analyze how authors use literary devices and figurative language, including allusion, allegory, and paradox to impact the meaning of the text. 10.RL.2.B
- C Analyze how authors use specific word choices, syntax, tone, and voice to convey the author's intent and viewpoint. 10.RL.2.C
- D Analyze point of view and distinguish between what is directly stated in a text from what is implied or intended because of the use of satire, irony, sarcasm, and understatement. 10.RL.2.D

3 Integration of Concepts 10.RL.3

- A Explain and analyze the influence of the historical and cultural context of a text on its form, style, characters, and point of view. 10.RL.3.A

- B Compare and contrast character development, dramatic plot structure, and conventions in a play to character development, narrative structure, and conventions in other literary forms. 10.RL.3.B
 - C Analyze the similarities and differences represented in the literature of different cultures and eras. 10.RL.3.C
-

Reading Informational Text RI

RI. The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read. 10.RI

1 Key Ideas and Confirming Details 10.RI.1

- A Explain how authors organize an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them. 10.RI.1.A
 - B Compare characteristics of the information from informational, historical, scientific, and technical texts and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams. 10.RI.1.B
 - C Evaluate the argument and specific claims in texts, examining whether the reasoning is valid, the evidence is relevant, and whether there are any false or unsupported statements. 10.RI.1.C
-

2 Craft and Style 10.RI.2

- A Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences, paragraphs, and sections of texts contribute to the whole. 10.RI.2.A
 - B Analyze key terms (e.g., words and phrases, technical terminology) and ideas of historical, scientific, and technical texts to clarify the relationships and understandings among key concepts. 10.RI.2.B
 - C Analyze the author's purpose and impact of literary techniques such as hyperbole, analogy, and paradox as they appear in texts. 10.RI.2.C
-

3 Integration of Concepts 10.RI.3

- A Evaluate how different authors write about the same topic and shape their presentations or viewpoints of key information using facts, opinions, and reasoning. 10.RI.3.A
 - B Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions. 10.RI.3.B
-

Writing W

W. The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing. 10.W

1 Modes and Purposes for Writing 10.W.1

- A Write extended pieces that: 10.W.1.A

- i Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows. 10.W.1.A.I
 - ii Adopt an organizational structure that clarifies relationships among ideas and concepts. 10.W.1.A.II
 - iii Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge. 10.W.1.A.III
 - iv Provide a concluding section that follows from the information or explanation presented. 10.W.1.A.IV
 - B Write arguments that: 10.W.1.B
 - i Develop a thesis that demonstrates knowledgeable judgements. 10.W.1.B.I
 - ii Support well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s). 10.W.1.B.II
 - iii Address and refute counterclaims. 10.W.1.B.III
 - iv Provide conclusions that follow from and support the argument presented. 10.W.1.B.IV
 - C Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position. 10.W.1.C
 - D Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.). 10.W.1.D
-

2 Organization and Composition 10.W.2

- A Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes: 10.W.2.A
 - i Composing a thesis statement that clearly communicates the writer's position or assertion. 10.W.2.A.I
 - ii Introducing and developing central idea(s), and organizing ideas in a logical sequence to exhibit unity. 10.W.2.A.II
 - iii Defending a position using sufficient reasons with evidence from credible sources as support. 10.W.2.A.III
 - iv Embedding narrative techniques (e.g., anecdotes, dialogue, and description) to develop and enhance writing. 10.W.2.A.IV
 - v Using transitions effectively to connect ideas within and across paragraphs. 10.W.2.A.V
 - vi Elaborating ideas clearly through intentional word choice and varied sentence structure. 10.W.2.A.VI
-

3 Usage and Mechanics 10.W.3

- A Revise writing for clarity of content, accuracy, and adequate elaboration. 10.W.3.A

- B Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved. 10.W.3.B
 - C Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations). 10.W.3.C
-

Language Usage LU

LU. The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate. 10.LU

1 Grammar 10.LU.1

- A Use, edit, and revise parallel structure across complex sentences and paragraphs in writing. 10.LU.1.A
 - B Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing. 10.LU.1.B
 - C Recognize and use active and passive voice to convey a desired effect in speaking and writing. 10.LU.1.C
 - D Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly. 10.LU.1.D
 - E Maintain consistent verb tense when speaking and writing. 10.LU.1.E
-

2 Mechanics 10.LU.2

- A Know and apply the rules for the use of a colon (e.g., joining independent clauses, introducing a list, introducing a quotation) when writing. 10.LU.2.A
 - B Apply a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations in writing. 10.LU.2.B
 - C Spell correctly, consulting reference materials to check as needed. 10.LU.2.C
-

Communication and Multimodal Literacies C

C. The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together. 10.C

1 Communication, Listening, and Collaboration 10.C.1

- A Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes: 10.C.1.A
 - i Applying a variety of strategies to listen actively and speak purposefully and respectfully. 10.C.1.A.I
 - ii Setting guidelines for group presentations and discussions. 10.C.1.A.II
 - iii Incorporating all group members in the development of new understandings, making decisions, and solving problems. 10.C.1.A.III

- iv Setting clear goals and deadlines and defining individual roles as needed. 10.C.1.A.IV
 - v Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives. 10.C.1.A.V
 - vi Summarizing points of agreement and disagreement. 10.C.1.A.VI
 - vii Assessing, evaluating critically, and using information accurately for a common purpose or goal. 10.C.1.A.VII
 - viii Using reflection to evaluate one's own role in the process in pairs or small-group activities. 10.C.1.A.VIII
-

2 Speaking and Presentation of Ideas 10.C.2

- A Report orally on a topic or text or present an opinion. This includes: 10.C.2.A
 - i Choosing vocabulary, language, and tone appropriate to the topic, audience, and purpose. 10.C.2.A.I
 - ii Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture). 10.C.2.A.II
 - iii Evaluating the effectiveness of presentations, including the introduction, central ideas, organization, and conclusion. 10.C.2.A.III
 - B Memorize and accurately recite a speech with intonation, meaningful expression, and emotion that conveys the intended mood (e.g., inspiration, motivation, conviction). 10.C.2.B
-

3 Integrating Multimodal Literacies 10.C.3

- A Make strategic use of multimodal tools, including using information from two or more interdependent modes of communication where both or multiple modes are essential to convey the intended message (e.g., graphics, moving images, music). 10.C.3.A
 - B Monitor, analyze, and use multiple streams of simultaneous information. 10.C.3.B
 - C Create media messages for diverse audiences and purposes. 10.C.3.C
-

4 Examining Media Messages 10.C.4

- A Analyze the viewpoint of print and digital publications (e.g., advertisements, editorials, blogs, and websites). 10.C.4.A
- B Analyze, compare, and contrast visual and verbal media messages for content (e.g., word choice and choice of information), intent (e.g., persuasive techniques, including but not limited to ad hominem, red herring, and strawman), impact (e.g., public opinion trends), and effectiveness (e.g., effect on the audience). 10.C.4.B
- C Examine and analyze how media messages are constructed based on varying opinions, values, and viewpoints. 10.C.4.C
- D Evaluate the motives (e.g., social, commercial, and political) behind media messages used to determine author's purpose, factual content, opinion, and/or possible bias. 10.C.4.D

- E Describe possible cause-and-effect relationships between mass media coverage and public opinion trends. 10.C.4.E
-

Research R

- R. The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-ten content, texts, and areas prompted by student interest. 10.R**
-

1 Evaluation and Synthesis of Information 10.R.1

- A Formulate and revise questions about a research topic, broadening or narrowing the inquiry as necessary. 10.R.1.A
- B Gather and organize information from various sources, including internet resources, electronic databases, and other technology. 10.R.1.B
- C Objectively evaluate primary and secondary sources for their credibility, reliability, accuracy, usefulness, and limitations, that includes identifying their main and supporting ideas, points of view, conflicting information, and any misconceptions or biases. 10.R.1.C
- D Synthesize multiple streams of information from a variety of sources to support claims and introduce counterclaims. 10.R.1.D
- E Create research products aligned with the demands of the reading and writing standards. 10.R.1.E
- F Cite primary and secondary sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or American Psychological Association (APA). 10.R.1.F
- G Define the meaning and legal consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. 10.R.1.G
- H Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop. 10.R.1.H