

Grade 10

STANDARD #1 – Students will demonstrate the interest and ability to read age appropriate materials fluently, with understanding and appreciation.

VOCABULARY

Students will:

- define and use vocabulary generated from all types of reading from all content areas.
- master common roots, affixes, and origins of words.
- continue to use word analysis and decoding skills to unlock meaning of new vocabulary.
- infer word meaning using context clues.

TEXT STRUCTURE

Students will:

- demonstrate familiarity with the elements of a textbook across content areas.
- readily identify different patterns of organization in a text (e.g., example, definition, chronological order, cause and effect, compare and contrast).
- readily identify main idea/topic sentence and supporting details.
- analyze information for clarity, relevance, bias, and credibility.

FLUENCY

Students will:

- read aloud with subtle inflections which characterize mood, atmosphere, pace, and tension.
- vary reading rate and style to match their reading task.

READING BEHAVIOR

Students will:

- monitor the adequacy of their understanding.
- repair faulty comprehension.
- demonstrate “think aloud” behaviors as modeled by the teacher.
- cite evidence from text to support thinking.

METACOGNITIVE STRATEGIES

Students will:

- use comprehension strategies (flexibly and as needed) while reading or listening to literary and informational text.

CONNECTING

Students will:

- connect with their own experience, prior knowledge, and different texts.

QUESTIONING

Students will:

- use questioning strategies to enhance comprehension.

VISUALIZING

Students will:

- create visual images in their minds based on literal and figurative language from texts to enhance comprehension.

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DETERMINING IMPORTANCE

Students will:

- readily identify main ideas, supporting details, and characteristics of fiction, nonfiction, and textbooks.

INFERRING

Students will:

- continue to practice inferential skills with fiction and nonfiction texts.

SYNTHESIZING

Students will:

- gather information from reading and combine with prior knowledge to formulate ideas and draw conclusions.

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STANDARD #2 – Students will demonstrate the interest and ability to write effectively for a variety of purposes and audiences.**CONTENT****Students will:**

- compose a persuasive essay that effectively employs the organizational pattern of the five-paragraph essay or some other appropriate organizational structure. Students will use a variety of techniques to engage and persuade the reader, including, but not limited to: stating startling facts, relating anecdotes, drawing analogies, using metaphors, using quotations, and articulating clear, logical reasoning.
- compose an expository essay based upon research.
- compose a critical analysis of a piece of literature focusing on theme, figurative language, voice, character, or an appropriate topic that challenges critical thinking skills.
- students will compose a memoir that could be connected thematically to a piece of literature.
- bring **4** pieces to final copy.
- compose open-response answers to questions, constructing clear, analytical responses that cite specifics from the selected passages and address the question thoroughly.

PROCESS**Students will:**

- demonstrate an awareness of the finer points of voice and style, focusing on concepts such as humor, irony, figurative language, understatement, and authority.
- use varied sentence length and structure to enhance meaning.
- use interesting leads/hooks.
- write a conclusion that provides closure.
- master the ability to review critically their own writing or the writing of their peers using editing checklists, the ConVal Writing Rubric, or specific rubrics designed for individual assignments to drive feedback and revision.
- demonstrate an understanding of audience, and demonstrate the ability to adjust their writing accordingly.

GRAMMAR/USAGE/MECHANICS**Students will:**

- use varied sentence structure, experimenting with a variety of forms beyond simple subject/predicate syntax.
- use appropriate and varied vocabulary fed by various activities based upon the literature.
- review all grammar/usage/ mechanics covered in previous grades as needed. Some of the most common pitfalls and areas for review are:
 - sentence fragments and run-ons.
 - comma splices.
 - coordination and subordination.
 - semi-colons.
 - punctuation of parenthetical remarks.
 - use of conjunctive adverbs.
 - use of parallel structure.
 - misuse of passive voice.
 - misuse of dangling and misplaced modifiers.
 - correct use of apostrophes.
 - correct punctuation of quotation marks.
 - errors in agreement (subject/verb and pronoun/antecedent).

STANDARD #3 – Students will demonstrate the interest and ability to speak purposefully and articulately, as well as listen and view

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attentively and critically.

Students will:

- use appropriate articulation, pronunciation, volume, and inflection.
- listen and view responsively by using eye contact, body language and focus.
- monitor understanding of the spoken message and seek clarification as needed.
- follow oral directions.
- reflect what a speaker has said.
- anticipate words, meanings and outcomes.
- draw conclusions.
- continue to identify examples of rich language such as figurative language.
- continue to view and listen effectively to spoken and audio-visual messages (e.g., stories, factual presentations, and directions).
- understand and evaluate spoken and audio-visual messages by the following:
 - follow sequence of ideas.
 - make informed, reasoned inferences.
 - make judgments.
 - make interpretations.
- make oral presentations with notes.
- give informative speeches.
- participate in dramatic presentations.
- select the appropriate word for the context using different levels of language (e.g., polite, informal, colloquial, and slang).
- use oral language skills to accomplish the following:
 - clarify ideas.
 - solve problems.
 - make decisions.
 - paraphrase what is said.
 - use varied vocabulary.
 - voice an opinion.
- debate issues and extend understanding.
- support and defend ideas in public presentations.
- demonstrate the ability to use language appropriate to a wide range of audiences for a wide range of purposes.

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STANDARD #4 – Students will demonstrate competence in understanding, appreciating, interpreting, and critically analyzing classical and contemporary American and British literature as well as literary works translated into English.

READING BEHAVIORS**Students will:**

- show an appreciation of literature from various cultures and historical and literary periods.
- utilize their knowledge of the structures of a wide variety of genres to enhance their understanding of literary works.
- demonstrate think-aloud behaviors as modeled by the teacher.
- apply various archetypal patterns (e.g., the Hero Cycle, the Tragic Hero, the Christ figure) to enhance their understanding of literary works.
- recognize that common themes and symbols often occur in literary works from different time periods and cultures.

NOTE: ALL PREVIOUSLY LEARNED LITERARY CONCEPTS (K-9) SHOULD CONTINUE TO BE REINFORCED AS LITERARY TERMS

- demonstrate knowledge of use of literary terms: tragedy, archetype, allegory, and foil character.

METACOGNITIVE STRATEGIES

- use comprehension strategies (flexibly and as needed) while reading or listening to literature.

REPAIRING UNDERSTANDING**Students will:**

- monitor the adequacy of their understanding.
- use “fix-up” strategies flexibly to repair faulty comprehension.

CONNECTING**Students will:**

- analyze the ways that literature reflects the range of human experience.
- analyze the ways readers and writers are influenced by personal, social, cultural, and historical contexts.
- refine and limit their connections to those that deepen their understanding.

QUESTIONING**Students will:**

- ask questions of themselves about the elements of literary structure to support understanding.

VISUALIZING**Students will:**

- create visual images in their minds based on literal and figurative language from the text to enhance comprehension.
- use sensory imagery from the text to visualize settings, characters, and actions.

DETERMINING IMPORTANCE**Students will:**

- limit their focus to ideas which are central to the meaning.

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INFERRING

Students will:

- think abstractly to create an understanding of characters, theme, meaning, and the use of symbols.

SYNTHESIZING

Students will:

- employ the strategies above to synthesize information within and across texts and relate it to other works of literature in terms of theme, conflict, character development, and archetypal patterns.
- analyze and share common books to enhance their understanding of theme and genre.
- stand apart from a text to perform a range of tasks including critically evaluating, comparing and contrasting, understanding the impact of the organizational structure, and analyzing the use of such elements as allegory.
- critically analyze and evaluate texts for their practical, informational, or aesthetic value.
- analyze and evaluate text for writer's craft, writer's biases, and the inherent ability of the work to communicate.

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STANDARD #5 – Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening, and viewing, to gather and organize information in a variety of subject areas.

Students will:

- continue to use a variety of strategies to obtain and evaluate information at appropriate grade level.
- evaluate and synthesize information from multiple sources.
- continue to use a variety of organizational strategies at appropriate grade level.
- read, listen to, view, and understand a variety of informational resources at appropriate grade level.
- analyze information for clarity, relevance, bias, credibility, and supporting data.