

## Tenth Grade

**Standard 1: Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade-level text**

**Standard 2: Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others**

**Standard 3: Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations**

### *Word Study*

- Roots: bene, duct, flec, grade, grat, greg, junct, loqua, mal, mir, mot, phon, sens, seque, sol, spec, string, tact, vol
- Prefixes: contra-
- Evaluate the effects of connotation in text
- Determine word meaning through context clues: **analogy and contrast/antonym**
- Distinguish between commonly confused words: *affect/effect; between/among; either/neither; fewer/less; good/well; irregardless (non-word)/regardless; waste/waist*

### *Informational Text*

Text types: web pages, essays, nonfiction articles, workplace and consumer documents, electronic text

- Analyze the purpose of external text features and internal text structures in **electronic texts**
- Analyze the **function** of multiple internal text structures in a single text
- Use explicit and implicit information to arrive at **conclusions**
- Evaluate text for **reliability** and **accuracy**

### *Literary Text*

Focus: Comprehend literature by recognizing the use of literary elements across genres and cultures.

- Examine similarities and differences between **oral** and **written** narratives
- Understand uses of character development in conveying theme
- Analyze themes and their connection to politics, history, culture, economics
- Evaluate setting as it contributes to characterization, plot, theme
- Analyze the use of simile, metaphor, **pun, irony**, symbolism, **allusion**, personification
- Compare poetry on different **topics** from various cultures and times

### *Writing to Learn: Interpret and analyze ideas and perspectives to clarify thinking through writing*

- Analyze varied ideas and opposing opinions
- Analyze facts, events, or ideas to create meaning
- Identify and analyze connections: text-to-self, text-to-text, text to world

### *Extended Writing: Write to persuade others: essays, letters, speeches*

- Experiment with varied forms of writing
- Support arguments with: personal experience, detailed evidence, examples, **reasoning**
- Use persuasive strategies: **appeals to logic, emotion and ethics**
- Evaluate and revise for:
  - **Adequate support**
  - **Control of organizational elements**
  - **Correct use of active and passive voice**
  - Appropriate voice
  - Specific word choice for audience and purpose
  - **Rhythm created through sentence construction (parallelism)**
- Edit for:
  - Spelling
  - **Commas to set off appositives**
  - **Subject/verb agreement**
  - **Correct sentence construction (no fragments or run-ons)**
  - **Correct placement of modifiers**
  - **Capitalization of abbreviations or letters that stand alone**
  - **Correct use of possessives**
  - **Correct use of semi-colons**

### *Process of Inquiry: Use the process of inquiry to problem-solve and deepen understanding*

- Formulate questions that **expose problems and explore issues**
- Analyze information to **determine relevance to questions**
- Evaluate the accuracy and relevance of information that reflects multiple points of view
- Evaluate, use and cite **electronic** and non-electronic **sources**

### *Written Communication of Inquiry: Write to synthesize information to solve a problem or to deepen understanding*

- Select a format to **synthesize information**
- Gather and **synthesize** information to solve a problem or deepen understanding
- **Support synthesis of information** using paraphrase, summary or quotations
- Use informal and formal citations to support inquiry

### *Oral Communication of Inquiry: Plan and present orally using techniques appropriate to audience and purpose*

- **Determine audience and purpose** for oral presentations
- **Anticipate audience questions** and prepare to respond
- **Respond effectively** to audience questions and feedback
- Present orally using **visual aids/technology** for support

