

# 10<sup>th</sup> Grade

## English Language Arts

### Key Instructional Activities

- Making more connections about how complex ideas interact and develop within a book, essay, or article
- Assessing the strength of an author's or speaker's points and assumptions based on evidence from the text
- Developing the skill, fluency, and concentration to produce high-quality writing, as well as the capacity to edit and improve their writing over multiple drafts
- Reading and analyzing foundational works of American and world literature and examining how two or more texts from the same time period treat similar themes or topics
- Citing strong evidence from a text to analyze what it says explicitly as well as what it infers, including determining when a text leaves a point unclear or unproven
- Identifying and evaluating the reasoning used in historical documents, including the application of constitutional or legal principles
- Supporting arguments in an analysis of challenging topics or texts using valid reasoning and relevant and sufficient evidence
- Conducting research projects to answer a question or solve a problem
- Participating effectively in group discussions, expressing ideas clearly and building on the ideas of others
- Demonstrating understanding of complex or figurative language, and distinguishing what is directly stated in a text from what is actually meant
- Understanding the role that figurative language plays in a text
- Presenting information using multiple media formats
- Evaluating arguments and specific claims; assessing whether the reasoning is valid and the evidence is sufficient; and as appropriate, detecting inconsistencies and ambiguities
- Analyzing the meaning of foundational U.S. documents (the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights)
- Making an argument that is logical, well-reasoned, and supported by evidence
- Writing a literary analysis that develops a central idea and a coherent focus and is well supported with relevant examples, facts, and details
- Writing narratives that develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.



*By the end of 10<sup>th</sup> grade, all students are expected to:*

- Closely and critically read complex works of literature and informational texts;
- Interpret what they read and present written and spoken analysis based on appropriate examples and evidence from the text;
- Assess the strength of an author's or speaker's points and assumptions based on evidence from the text;
- Expand their literary and cultural knowledge by reading great classic and contemporary works representative of various time periods, cultures, and worldviews, and
- Develop the skill, fluency, and concentration to produce high-quality writing, as well as the capacity to edit and improve their writing over multiple drafts.

# Helping Your Student in 10<sup>th</sup> Grade ELA

Learning does not end in the classroom. Students need help and support at home to succeed in their studies. Try to create a quiet place for your student to study, and carve out time every day when your student can concentrate on reading and writing uninterrupted by friends, brothers or sisters, or other distractions. Sit down with your student at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your student is working on, and it will help you be the first to know if your student needs help with specific topics. By taking these small steps, you will be helping your student become successful both in and outside the classroom.

- Read, read, read! The amount your student reads independently is directly connected to his or her success in school. To find popular young adult books for your student to read, visit <https://tinyurl.com/y3rjcelh>.
- Listen with your student to a television reporter, politician, or other speaker. Ask your student to tell you the speaker's main points. Was the speaker trying to convince the audience of something? How?
- Make time for conversation at home. Discuss current events, shared interests, and future aspirations for education and career.
- Invite your student to participate in an adult gathering, such as a meal with friends, to practice listening skills and making conversation.
- Practice determining meanings of unknown words when you encounter them in written texts, television shows, radio, etc.
- Support your student and communicate that his or her academic success is important to you.
- Provide time and space for your student to read independently. This time should be free from distractions such as television.
- Ask your student what topics, events, or activities he or she likes. Then look for books, magazines, or other materials about those topics that would motivate your student to read.
- Ask your student to show his or her work in assignments, making sure to answer the question asked, not just provide information that may or may not be relevant.
- Read and write with your student often. Remind students to edit the entire sentence and paragraph when they write and to use complete sentences with appropriate grammar and spelling.
- Use technology to help build your student's interest in reading. There are several websites where students can read books or articles online. The computer will help with words the student cannot read independently.



# 10<sup>th</sup> Literature/Composition

This guide provides an overview of what your child will learn in his or her 10th Literature and Composition English course. It focuses on the key skills your child will learn, which will build a strong foundation for success in the other subjects studied throughout high school. This guide is based on the state-adopted standards. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for success in future courses and after graduation.

Fall Semester		
1 <sup>st</sup> 6 weeks	2 <sup>nd</sup> 6 weeks	3 <sup>rd</sup> 6 weeks
<b>Unit 1: Conflict and Connection</b> <b>Essential Question: What differences can't be bridged?</b>	<b>Unit 2: The Power of Perception</b> <b>Essential Question: How does our point of view shape our view of the world?</b>	<b>Unit 3: Hard-Won Liberty</b> <b>Essential Question: How can we escape what oppresses us?</b>
<b>Performance Goal:</b> <b>Write an Argument</b>	<b>Performance Goal:</b> <b>Write an Explanation</b>	<b>Performance Goal:</b> <b>Write an argument</b>
<b>Key Reading Skills:</b> <ul style="list-style-type: none"> <li>Analyze Development of Theme</li> <li>Understand Cultural and Historical Context</li> <li>Analyze Author's Purpose</li> <li>Analyze Setting</li> <li>Analyze Character Motivations</li> <li>Analyze Cultural Background</li> <li>Analyze Seminal Documents</li> <li>Evaluate Evidence</li> <li>Evaluate an Argument</li> <li>Analyze Rhetoric</li> <li>Compare Arguments</li> </ul> <b>Key Writing Skills:</b> <ul style="list-style-type: none"> <li>Write an Argument</li> </ul> <b>Key Vocabulary Skills:</b> <ul style="list-style-type: none"> <li>Oxymoron</li> <li>Words from Other Languages in English</li> <li>Context Clues</li> <li>Words from Latin</li> <li>Connotations</li> </ul> <b>Key Language Skills:</b> <ul style="list-style-type: none"> <li>Noun Phrases and Verb Phrases</li> <li>Appropriate Verb Tense</li> <li>Tone</li> <li>Noun Clauses</li> <li>Diction and Tone</li> </ul>	<b>Key Reading Skills:</b> <ul style="list-style-type: none"> <li>Make Inferences</li> <li>Identify Central Idea</li> <li>Understand Author's Purpose and Point of View</li> <li>Analyze Speaker</li> <li>Analyze Figurative Language</li> <li>Analyze Plot Structure</li> <li>Interpret Graphics</li> <li>Analyze Motives</li> <li>Analyze Literary Devices</li> <li>Compare Details</li> </ul> <b>Key Writing Skills:</b> <ul style="list-style-type: none"> <li>Write an Explanation</li> </ul> <b>Key Vocabulary Skills:</b> <ul style="list-style-type: none"> <li>Context Clues</li> <li>Reference Materials</li> <li>Denotation and Connotation</li> </ul> <b>Key Language Skills:</b> <ul style="list-style-type: none"> <li>Dialect and Dialogue</li> <li>Colons</li> <li>Absolute Phrases</li> </ul>	<b>Key Reading Skills:</b> <ul style="list-style-type: none"> <li>Analyze Argument</li> <li>Analyze Rhetorical Devices</li> <li>Analyze Elements of Myth</li> <li>Analyze Universal Themes</li> <li>Analyze Purpose</li> <li>Analyze Media Techniques</li> <li>Compare Source and Adaptations</li> </ul> <b>Key Writing Skills:</b> <ul style="list-style-type: none"> <li>Write an Argument</li> </ul> <b>Key Vocabulary Skills:</b> <ul style="list-style-type: none"> <li>Context Clues</li> <li>Verify Word Meanings</li> <li>Denotations and Connotations</li> </ul> <b>Key Language Skills:</b> <ul style="list-style-type: none"> <li>Repetition and Parallelism</li> <li>Adjectival Phrases</li> <li>Adverbial Phrases and Clauses</li> </ul>

## Spring Semester

1 <sup>st</sup> 6 weeks	2 <sup>nd</sup> 6 weeks	3 <sup>rd</sup> 6 weeks
<b>Unit 4: Reckless Ambition</b> <b>Essential Question:</b> <b>When is ambition dangerous?</b>	<b>Unit 5: Forces of Change</b> <b>Essential Question:</b> <b>How do changes, large and small, affect us?</b>	<b>Unit 6: Our Place in Nature</b> <b>Essential Question:</b> <b>What effect do we have on nature, and how does nature affect us?</b>
<b>Performance Goal:</b> <b>Write a Literary Analysis</b>	<b>Performance Goal:</b> <b>Write a Research Report</b>	<b>Performance Goal:</b> <b>Write a Short Story</b>
<p><b>Key Reading Skills:</b></p> <ul style="list-style-type: none"> <li>• Analyze Drama</li> <li>• Analyze Character and Theme</li> <li>• Analyze Figurative Language</li> <li>• Analyze Visual Elements</li> <li>• Analyze Evidence</li> <li>• Compare Across Genres</li> </ul> <p><b>Key Writing Skills:</b></p> <ul style="list-style-type: none"> <li>• Write a Literary Analysis</li> </ul> <p><b>Key Vocabulary Skills:</b></p> <ul style="list-style-type: none"> <li>• Archaic Language</li> <li>• Word Roots</li> </ul> <p><b>Key Language Skills:</b></p> <ul style="list-style-type: none"> <li>• Inverted Sentence Structure</li> <li>• Parentheses</li> </ul>	<p><b>Key Reading Skills:</b></p> <ul style="list-style-type: none"> <li>• Analyze Plot and Setting</li> <li>• Make Inferences</li> <li>• Analyze Development of Ideas</li> <li>• Analyze Word Choice and Tone</li> <li>• Analyze Text Structure</li> <li>• Analyze Media Techniques</li> <li>• Analyze Purpose and Theme</li> <li>• Compare Themes Across Genres</li> </ul> <p><b>Key Writing Skills:</b></p> <ul style="list-style-type: none"> <li>• Write a Research Report</li> </ul> <p><b>Key Vocabulary Skills:</b></p> <ul style="list-style-type: none"> <li>• Synonyms and Antonyms</li> <li>• Reference Sources</li> <li>• Affixes</li> </ul> <p><b>Key Language Skills:</b></p> <ul style="list-style-type: none"> <li>• Transitions</li> <li>• Participial Phrases</li> <li>• Subject-Verb Agreement</li> </ul>	<p><b>Key Reading Skills:</b></p> <ul style="list-style-type: none"> <li>• Analyze Point of View</li> <li>• Analyze Narrative Structure</li> <li>• Analyze Pacing and Tension</li> <li>• Analyze Figurative Language</li> <li>• Analyze Symbol and Theme</li> <li>• Analyze Plot</li> <li>• Compare Themes</li> </ul> <p><b>Key Writing Skills:</b></p> <ul style="list-style-type: none"> <li>• Write a Short Story</li> </ul> <p><b>Key Vocabulary Skills:</b></p> <ul style="list-style-type: none"> <li>• Multiple-Meaning Words</li> <li>• Figurative Language</li> <li>• Verify Word Meanings</li> </ul> <p><b>Key Language Skills:</b></p> <ul style="list-style-type: none"> <li>• Parallel Structure</li> <li>• Relative Clauses</li> <li>• Complex Sentences</li> </ul>