

TENTH-GRADE LITERATURE AND COMPOSITION

READING AND LITERATURE (Another appropriate literature module, such as World Literature, may be inserted here.)

Focusing on a study of literary themes, the student develops understanding that theme is what relates literature to life, and that themes recur in diverse works of literature. The student develops understanding that the interpretation of a work of literature derives from the theme or themes in the work; the student connects the theme or themes in literary texts to his or her life or experience.

ELA10RL1 The student demonstrates comprehension by identifying evidence (i.e., examples of diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) in a variety of texts representative of different genres (i.e., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.

The student identifies, analyzes, and applies knowledge of the structures and elements of fiction and provides evidence from the text to support understanding; the student:

- a. Locates and analyzes such elements in fiction as language and style, character development, point of view, irony, and structures (i.e., chronological, *in medias res*, flashback, frame narrative).
- b. Identifies and analyzes patterns of imagery or symbolism.
- c. Relates identified elements in fiction to theme or underlying meaning.

The student identifies, analyzes, and applies knowledge of the purpose, structure, and elements of nonfiction and/or informational materials and provides evidence from the text to support understanding; the student:

- a. Analyzes and explains the structures and elements of nonfiction works such as newspaper articles and editorials, magazine articles, journal articles, and/or other informational texts.
- b. Analyzes the logic and use of evidence in an author's argument.
- c. Analyzes, evaluates, and applies knowledge of the ways authors use language, style, syntax, and rhetorical strategies for specific purposes in nonfiction works.

The student identifies and analyzes elements of poetry and provides evidence from the text to support understanding; the student:

- a. Identifies, responds to, and analyzes the effects of diction, syntax, sound, form, figurative language, and structure of poems as these elements relate to meaning.
 - i. sound: alliteration, end rhyme, internal rhyme, consonance, assonance
 - ii. form: lyric poem, narrative poem, fixed form poems (i.e., ballad, sonnet)
 - iii. figurative language: personification, imagery, metaphor, simile, synecdoche, hyperbole, symbolism

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- b. Analyzes and evaluates the appropriateness of diction and imagery (controlling images, figurative language, understatement, irony, paradox).

The student identifies, analyzes, and applies knowledge of the themes, structures, and elements of dramatic literature and provides evidence from the text to support understanding; the student:

- a. Identifies and analyzes types of dramatic literature (i.e., classical tragedy, history play, modern drama).
- b. Analyzes the characters, structures, and themes of dramatic literature.
- c. Identifies and analyzes dramatic elements, (i.e., unity of time, place, and action; tragic hero; *deus ex machina*; recognition; reversal; chorus; aside; dramatic irony).
- d. Identifies and analyzes how dramatic elements support and enhance the interpretation of dramatic literature.

➤ **Sample Task for ELA10RL1**

Student assignment: *You are an aspiring actor trying out for the role of (student selects a character) in a new production of (play being studied) being put on by a prestigious theater company. You really want to make a good impression at the audition, so you decide to create a costume, including a mask that reflects the attitude and emotions of the character you want to play. You study the character in detail, select an audition passage that will allow you to demonstrate your understanding of the character, and create an appropriate mask for that moment in the play. You've practiced and practiced, your costume and mask are completed, and you're ready to assume the voice/demeanor of your character for your audition, which has been scheduled for _____.* Following each student's "audition," she/he explains the reasons behind her/his particular reading of this character at this point in the play.

ELA10RL2 The student identifies, analyzes, and applies knowledge of theme in literary works and provides evidence from the works to support understanding. The student

- a. Applies knowledge of the concept that the theme or meaning of a selection represents a universal view or comment on life or society and provides support from the text for the identified theme.
- b. Evaluates the way an author's choice of words advances the theme or purpose of the work.
- c. Applies knowledge of the concept that a text can contain more than one theme.
- d. Analyzes and compares texts that express a universal theme, and locates support in the text for the identified theme.
- e. Compares and contrasts the presentation of a theme or topic across genres and explains how the selection of genre affects the delivery of universal ideas about life and society.
 - i. Archetypal Characters (i.e., hero, good mother, sage, trickster, etc.)
 - ii. Archetypal Patterns (i.e., journey of initiation, search for the father, etc.)
 - iii. Archetypal Symbols (i.e., colors, water, light/dark, etc.)
 - iv. Universal Connections (i.e., making choices, winning/losing, relationships, self and other, etc.)

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➤ **Sample Task for ELA10RL2**

The student identifies a universal theme or archetypal meaning in a literary work and prepares a project board or multimedia presentation that illustrates the connection of the theme or meaning to

- a. literary works from the same genre and time period;
- b. literary works from different genres and/or time periods;
- c. literary works from other cultures;
- d. life experiences;
- e. and/or popular films and TV shows.

ELA10RL3 The student deepens understanding of literary works by relating them to contemporary context or historical background, as well as to works from other time periods. The student

- a. Relates a literary work to non-literary documents and/or other texts from its literary period.
- b. Relates a literary work to non-literary documents and/or other texts relevant to its historical setting.
- c. Analyzes the influence of mythical, classical, and canonical literature on contemporary literature and film.

➤ **Sample Task for ELA10RL3**

The student researches an archetypal story (e.g., Cinderella, or Little Red Riding Hood) as it changes over time and across cultures, relates the various versions to their contemporary contexts and/or historical backgrounds, classifies the various versions as to their purpose, e.g., to entertain, to instruct, to promote/support cultural or societal values, then presents the results of this research in a verbal or written form.

ELA10RL4 The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in selected literary works. The student composes essays, narratives, poems, or technical documents. The student

- a. Demonstrates awareness of an author's use of stylistic devices for specific effects.
- b. Explains important ideas and viewpoints introduced in a text through accurate and detailed references or allusions to the text and other relevant works.
- c. Identifies and assesses the impact of ambiguities, nuances, and complexities within the text.
- d. Includes a formal works cited or bibliography when applicable.

➤ **Sample Task for ELA10RL4**

The student either composes an original, modern day fairy tale with the specific purpose of promoting or supporting one or more contemporary cultural or societal values OR rewrites and modernizes an existing tale with the specific purpose of promoting or supporting one or more contemporary cultural or societal values.

ELA10RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student

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- a. Identifies and correctly uses idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions.
- b. Uses knowledge of mythology, the Bible, and other works often alluded to in literature to understand the meanings of new words.
- c. Uses general dictionaries, specialized dictionaries, thesauruses, or related references as need to increase learning.

➤ **Sample Task for ELA10RL5**

The student selects an abstract noun or adjective that carries more than one meaning, at least one of which connotes a feeling or an emotion. The student then researches the word to find and record:

- a. the definition(s) and part(s) of speech in an unabridged (uncut) dictionary
- b. the synonyms suggested for the word in a thesaurus
- c. at least three significant quotations in which the word occurs, along with identifying information about the author, the work the quotation comes from, etc.
- d. information from the *OED* regarding the etymology of the word and the history of the word—the various meanings of the word and the significant works where this word has appeared over time
- e. one poem by a reputable poet that contains the word and/or reflects the meaning or emotion signified by the word, along with a brief biography of the poet
- f. a recording OR the written lyrics of a piece of music that contains the word and/or reflects the meaning or emotion signified by the word, along with a brief biography of the artist and/or song writer
- g. an image of a significant work of art—drawing, painting, sculpture—that reflects the essence of the word or the emotion signified by the word, along with a brief biography of the artist

The student then conveys the results of this research artistically and/or creatively via a portfolio or a display board, etc.

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READING ACROSS THE CURRICULUM

After the elementary and middle grades years, the student seriously engages in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. The student encounters a variety of informational and fictional texts and reads texts in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), the student must learn, through reading, the communities of discourse of those disciplines. Each subject has its own specific vocabulary, and for a student to excel in all subjects, he or she must learn the specific vocabulary of all subject areas *in context*.

Reading across the curriculum develops the student's academic and personal interests in different subjects, as well as his or her understanding and expertise across subject areas. As the student reads, he or she develops both content and contextual vocabulary and builds good habits for reading, researching, and learning. The Reading Across the Curriculum standards focus on the academic and personal skills a student acquires as the student reads in all areas of learning.

ELA10RC1 The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.

➤ **Sample Task for ELA10RC1**

The student engages in pleasure reading of multiple works in an area of personal interest.

ELA10RC2 The student participates in discussions related to curricular learning in all subject areas. The student

- a. Identifies messages and themes from books in all subject areas.
- b. Responds to a variety of texts in multiple modes of discourse.
- c. Relates messages and themes from one subject area to those in another area.
- d. Evaluates the merits of texts in every subject discipline.
- e. Examines the author's purpose in writing.
- f. Recognizes the features of disciplinary texts.

➤ **Sample Task for ELA10RC2**

The student engages in a Socratic seminar to

- a. achieve consensus regarding the underlying meaning or archetypal analysis of a text;
- b. compare and contrast themes or archetypes in two or more works of literature;
- c. compare and contrast themes or archetypes in literature from different time periods and/or cultures;
- d. evaluate the culture-bearing features of a literary text.

ELA10RC3 The student acquires new vocabulary in each content area and uses it correctly. The student

- a. Demonstrates an understanding of contextual vocabulary in various subjects.
- b. Uses content vocabulary in writing and speaking.

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c. Explores understanding of new words found in subject area texts.

➤ **Sample Task for ELA10RC3 (see also ELA10RC4)**

The student compares and contrasts editorials or point/counterpoint articles representing contrasting opinions on a particular issue of current importance and analyzes the ways two or more authors use language, style, syntax, and rhetorical strategies to argue their opposing viewpoints.

ELA10RC4 The student establishes a context for information acquired by reading across subject areas. The student

- a. Explores life experiences related to subject area content.
- b. Discusses in both writing and speaking how certain words and concepts relate to multiple subjects.
- c. Determines strategies for finding content and contextual meaning for unfamiliar words or concepts.

➤ **Sample Task for ELA10RC4 (see also ELA10RC3)**

The student compares and contrasts editorials or point/counterpoint articles representing contrasting opinions on a particular issue of current importance and analyzes the ways two or more authors use language, style, syntax, and rhetorical strategies to argue their opposing viewpoints.

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WRITING

All modes or genres are practiced at each grade level; however, in order to achieve mastery each grade level has a particular writing focus. Persuasive writing is the focus for 10th grade; by the end of 10th grade, the student will demonstrate competency in persuasive writing. The student writes coherent and focused texts that convey a well-defined perspective or tightly-reasoned argument. The writing exhibits the student's awareness of audience and purpose. When appropriate, the texts contain introductions, supporting evidence, and conclusions. The student regularly progresses through the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions).

ELA10W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure. The student

- a. Establishes a clear, distinctive, and coherent thesis or perspective and maintains a consistent tone and focus throughout.
- b. Selects a focus, structure, and point of view relevant to the purpose, genre expectations, audience, length, and format requirements.
- c. Constructs arguable topic sentences, when applicable, to guide unified paragraphs.
- d. Uses precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice.
- e. Writes texts of a length appropriate to address the topic or tell the story.
- f. Uses traditional structures for conveying information (i.e., chronological order, cause and effect, similarity and difference, and posing and answering a question).
- g. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

➤ **Sample Task for ELA10W1**

The student composes an essay that compares and contrasts the relative merits of different ideas (e.g., perspectives on a current issue in the news, in history, or on an issue relevant to students [e.g., school dress codes, curfews]).

ELA10W2 The student demonstrates competence in a variety of genres.

The student produces narrative writing that applies polished narrative strategies acquired in previous grades to other genres of writing such as reflective compositions, historical investigative reports, and literary analyses, by raising the level of critical thinking skills and rhetorical techniques.

The student produces expository (informational) writing to convey information and ideas from primary and secondary sources accurately and coherently; the student:

- a. Engages the interest of the reader.
- b. Formulates a coherent thesis or controlling idea.
- c. Coherently develops the controlling idea and/or supports the thesis by incorporating evidence from primary and secondary sources.
- d. Follows an organizational pattern appropriate to the type of composition.

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- e. Attains closure (i.e., by including a detailed summary of the main points, restating the thesis, generalizing the thesis or controlling idea for additional purposes, or employing a significant quotation that brings the argument in the composition together).

The student produces persuasive writing that structures ideas and arguments in a sustained and logical fashion; the student:

- a. Engages the reader by establishing a context and developing reader interest.
- b. Develops a controlling idea or formulates an arguable thesis that makes a clear and knowledgeable judgment.
- c. Uses specific rhetorical devices to support assertions (i.e., appeal to emotion or ethical belief, personal anecdote, case study, analogy, and/or logical reasoning).
- d. Clarifies and defends positions with precise and relevant evidence (i.e., facts, expert opinions, quotations, or expressions of commonly accepted beliefs).
- e. Excludes information and arguments that are irrelevant.
- f. Organizes points of argument effectively to achieve desired outcome.
- g. Addresses readers' concerns, counterclaims, biases, and expectations.
- h. Achieves closure by summarizing main points of argument, appealing to reason, ethics, or emotion, or encouraging action.

The student produces technical writing that clearly, logically, and purposefully applies technical writing strategies acquired in previous grades to other genres of writing and in a variety of writing situations such as expository compositions, historical investigative reports, and literary analyses, by raising the level of critical thinking skills and rhetorical techniques.

➤ **Sample Task for ELA10W2 (see also ELA10W4)**

The student writes to a school, local, or government official a letter that uses reasoned argument to support or refute an opinion and/or call for action on an issue of school, local, state, or national importance.

ELA10W3 The student uses research and technology to support writing. The student

- a. Formulates clear research questions and utilizes appropriate research venues (i.e., library, electronic media, personal interview, survey) to locate and incorporate evidence from primary and secondary sources.
- b. Uses supporting evidence from multiple sources to develop the main ideas within the body of a researched essay, a composition, or a technical document.
- c. Synthesizes information from multiple sources and identifies complexities and discrepancies in the information and the different perspectives found in each medium (i.e., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
- d. Integrates quotations and citations into a written text while maintaining the flow of ideas.
- e. Uses appropriate conventions for documentation in the text, notes, and bibliographies by adhering to an appropriate style manual such as the *Modern Language Association*

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Handbook, The Chicago Manual of Style, Turabian, American Psychological Association, etc.

- f. Designs and publishes documents, using aids such as advanced publishing software and graphic programs.

➤ **Sample Task for ELA10W3**

The student independently reads a short story from a pre-selected list and

- a. identifies a plausible theme, underlying meaning, or interpretation for the story;
- b. analyzes the diction, imagery, point of view, figurative language, symbolism, structure, etc., of the story to determine how the author develops this particular meaning;
- c. drafts a thesis-controlled, essay that explains how the author develops the particular meaning;
- d. after completing a draft of the essay, the student researches critical interpretations of the short story and incorporates the results of this research into a second draft;
- e. employs correct manuscript form and follows an appropriate style sheet (e.g., MLA) to integrate, cite, and document evidence from the primary and secondary sources quoted, summarized, or paraphrased in the essay.

ELA10W4 The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing. The student

- a. Plans and drafts independently and resourcefully.
- b. Revises writing to improve the logic and coherence of the organization and controlling perspective.
- c. Revises writing for specific audiences, purposes, and formality of the contexts.
- d. Revises writing to sharpen the precision of word choice and achieve desired tone.
- e. Edits writing to improve word choice, grammar, punctuation, etc.

➤ **Sample Task for ELA10W4 (see also ELA10W2)**

The student writes to a school, local, or government official a letter that uses reasoned argument to support or refute an opinion and/or call for action on an issue of school, local, state, or national importance.

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CONVENTIONS

Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking, rather than in isolation. The student writes to make connections with the larger world. A student's ideas are more likely to be taken seriously when the words are spelled accurately and the sentences are grammatically correct. Use of standard English conventions helps readers understand and follow the student's meaning, while errors can be distracting and confusing. Standard English conventions are the "good manners" of writing and speaking that make communication fluid.

ELA10C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student

- a. Demonstrates an understanding of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.
- b. Correctly uses clauses (i.e., main and subordinate), phrases (i.e., gerund, infinitive, and participial), and mechanics of punctuation (i.e., end marks, commas, semicolons, quotation marks, colons, ellipses, hyphens).
- c. Demonstrates an understanding of sentence construction (e.g., subordination, proper placement of modifiers, parallel structure) and proper English usage (i.e., consistency of verb tenses, agreement).

➤ **Sample Tasks for Conventions**

Because conventions are assessed within the context of the other strands, the sample tasks designed for those other strands also serve as sample tasks for conventions.

ELA10C2 The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats. The student

- a. Produces writing that conforms to appropriate manuscript requirements.
- b. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- c. Reflects appropriate format requirements, including pagination, spacing, and margins, and integration of source material with appropriate citations (i.e., in-text citations, use of direct quotations, paraphrase, and summary, and weaving of source and support materials with writer's own words, etc.).
- d. Includes formal works cited or bibliography when applicable.

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LISTENING, SPEAKING, AND VIEWING

The student demonstrates an understanding of listening, speaking, and viewing skills for a variety of purposes. The student observes and listens critically and responds appropriately to written and oral communication in a variety of genres and media. The student speaks in a manner that guides the listener to understand important ideas.

ELA10LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- a. Initiates new topics in addition to responding to adult-initiated topics.
- b. Asks relevant questions.
- c. Responds to questions with appropriate information.
- d. Actively solicits another person's comments or opinion.
- e. Offers own opinion forcefully without domineering.
- f. Contributes voluntarily and responds directly when solicited by teacher or discussion leader.
- g. Gives reasons in support of opinions expressed.
- h. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.
- i. Employs group decision-making techniques such as brainstorming or a problem-solving sequence (i.e., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).
- j. Divides labor so as to achieve the overall group goal efficiently.

➤ Sample Task for ELA10LSV1

The student participates in a simulation (e.g., various groups and citizens are meeting with a special legislative panel that makes recommendations to the senate regarding stem cell research, or another hot topic, etc.) and

- a. researches informational texts pertaining to his or her assigned role in the simulation (e.g., member of the panel—general overall knowledge; person with degenerative disease—information supporting the issue and argument to refute the opposition; etc.)
- b. plays specific role in classroom simulation;
- c. debriefs simulation and analyzes information presented, various strategies employed by participants, outcome of the simulation (e.g., what the legislative panel recommends as a result of the simulation), and what has been learned.

ELA10LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

When responding to visual and oral texts and media (i.e., television, radio, film productions, and electronic media), the student:

- a. Analyzes historically significant speeches to find the rhetorical devices and features that make them memorable.

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- b. Evaluates the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.
- c. Analyzes the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.
- d. Identifies logical fallacies used in oral addresses (i.e., attack *ad hominem*, false causality, red herring, overgeneralization, bandwagon effect).
- e. Analyzes the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understands the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.

When delivering and responding to presentations, the student:

- a. Delivers narrative, expository, or persuasive presentations that incorporate the same elements found in that mode or genre of writing.
- b. Delivers oral responses to literature that incorporate the same elements found in written literary analysis.
- c. Uses props, visual aids, graphs, or electronic media to enhance the appeal and accuracy of presentations.

➤ **Sample Task for ELA10LSV2**

The student analyzes visual and oral texts of different media presentations of the same issue (e.g., NBC News, Fox News, and different prominent individuals' presentations of a specific issue of foreign policy) in order to

- a. evaluate the diction, structure, and effectiveness of the speaker's argument(s);
- b. analyze the effectiveness of the rhetorical strategies employed;
- c. evaluate the aesthetic effects of the media presentation;
- d. evaluate the differences in voice and tone of the media personalities;
- e. compare and contrast the strategies employed by the various media personalities in terms of audience and purpose.

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