PACING CHART

Linked with VDOE Curriculum Framework
Grade 10
English Language Arts

Department of Curriculum & Instruction

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Pacing Q1P1	Standards of Learning	Strands and Concepts	Suggested Time Period (number of activities)		Literacy Resources
			Introduction of Concepts	Strategic Practice	
1st Quarter	**10.1** Participate & Collaborate	• Group participation expectations and practice **10.1 b,c,e,f,i**	5	Daily	
	10.2 Visual & Verbal Media	• Critical Literacy Introduction – What is the Media Telling You or Selling You? **10.2 b-d**	2	2	
	10.3 Vocabulary in Authentic text	• Introduction/ Review to structural analysis of words (roots, affixes, synonyms, antonyms)	Weekly	Weekly	
		• Context clues, extending vocabulary by reading and writing **10.3 a, b, c, f,**	Daily	Daily	
	10.4 Literary Texts – Cultures and Eras	• Identify author's main and supporting ideas.	*1*	*3*	
		• Make predictions; draw inferences; connect prior knowledge.	*2*	*4*	
		• Analyze cultural or social function of piece.	*2*	*2*	
		• Identify universal themes.	*3*	*4*	
		• Distinguish between critique and summary. **10.4 a,b,d,e,j** *Science Fiction*	*2*	*4*	
	10.5 Non-fiction	• Read, interpret, analyze and evaluate nonfiction texts.	*2*	*3*	*Star Wars* – 3 pieces of text
		• Identify text organization and structure	*2*	*2*	
		• Recognize author's intended audience and purpose	*3*	*3*	
		• Compare and contrast informational texts	*3*	*2*	
		• Draw conclusions and make inferences on explicit and implied information using textual support as evidence	*2*	*4*	
		• Analyze and synthesize information	*3*	*4*	
		• Use reading strategies to monitor comprehension **10.5 a,b,d,f,g,h** *Critiques/Commentaries*	*2*	*Daily*	

Pacing Q1P2	Standards of Learning	Strands and Concepts	Suggested Time Period (number of activities)		Literacy Resources
			Introduction of Concepts	Strategic Practice	
1st Quarter	**10.6** **Write to Persuade, Interpret, Analyze, & Evaluate**	• Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose	Weekly	Weekly	*Is it an Epic? Should we live on another planet?*
		• Elaborate ideas through word choice and vivid description	3	Weekly	
		• Write clear and varied sentences utilizing precise and relevant evidence	3	Weekly	
		• Organize logical sequence using transitions **10.6 a,c,d,e** *Opinion with evidence*	4	Weekly	
	10.7 **Self & Peer Edit**	• Review sentence types and punctuation expectations	2	Weekly	
		• Distinguish between active and passive voice.	3	3	
		• Apply rules governing use of the colon.	3	3	
		• Analyze the writing of others.	Weekly	Weekly	
		• Describe how the author accomplishes the intended purpose of writing.	3	3	
		• Suggest how writing might be improved.	Weekly	Weekly	
		• Proofread and edit final product for intended audience and purpose. **10.7 a,b,e,f,g,h**	Weekly	Weekly	
	10.8 **Research**	• Modeled search **10.8 a,b,c**	2	2	
	Assessment				

Pacing Q2P1	Standards of Learning	Strands and Concepts	Suggested Time Period (number of activities)		Literacy Resources
			Introduction of Concepts	Strategic Practice	
2nd Quarter	**10.1** Participate & Collaborate	• Dramatic presentations as a group	3	3	
		• Listening and evaluating in group work	2	3	
		• Work together to accomplish a task 10.1 a,b,c,e,f,**g.h.**i.**j,k**		Daily	
	10.2 Visual & Verbal Media	• Critical Literacy Introduction – What is the Media Telling You or Selling You? 10.2 b-d	2	2	
	10.3 Vocabulary in Authentic text	• Introduction/ Review to structural analysis of words (roots, affixes, synonyms, antonyms)	Weekly	Weekly	
		• Context clues, extending vocabulary by reading and writing 10.3 a, b, c, f,	Daily	Daily	
	10.4 Literary Texts – Cultures and Eras	• Identify author's main and supporting ideas.		3	*Drama Auto Wreck Before the Law*
		• Make predictions; draw inferences; connect prior knowledge.		4	
		• Analyze cultural or social function of piece.		2	
		• Identify universal themes.		4	
		• Examine a literary selection from several critical perspectives.	3	4	
		• Compare and contrast character development in a play to characterization in other literary forms. 10.4 a,b,**c,**d,e,**f,**j,**l,m** *Drama and Perspectives*	3	3	
	10.5 Non-fiction	• Read, interpret, analyze and evaluate nonfiction texts.		3	*Mothers & Daughters 65 MPH Lightening & Thunder Flood*
		• Identify text organization and structure		2	
		• Recognize author's intended audience and purpose		3	
		• Compare and contrast informational texts		2	
		• Draw conclusions and make inferences on explicit and implied information using textual support as evidence		4	
		• Analyze and synthesize information		4	
		• Use reading strategies to monitor comprehension 10.5 a,b,d,g,f,h *Perspectives and Opinions*	2	Daily	

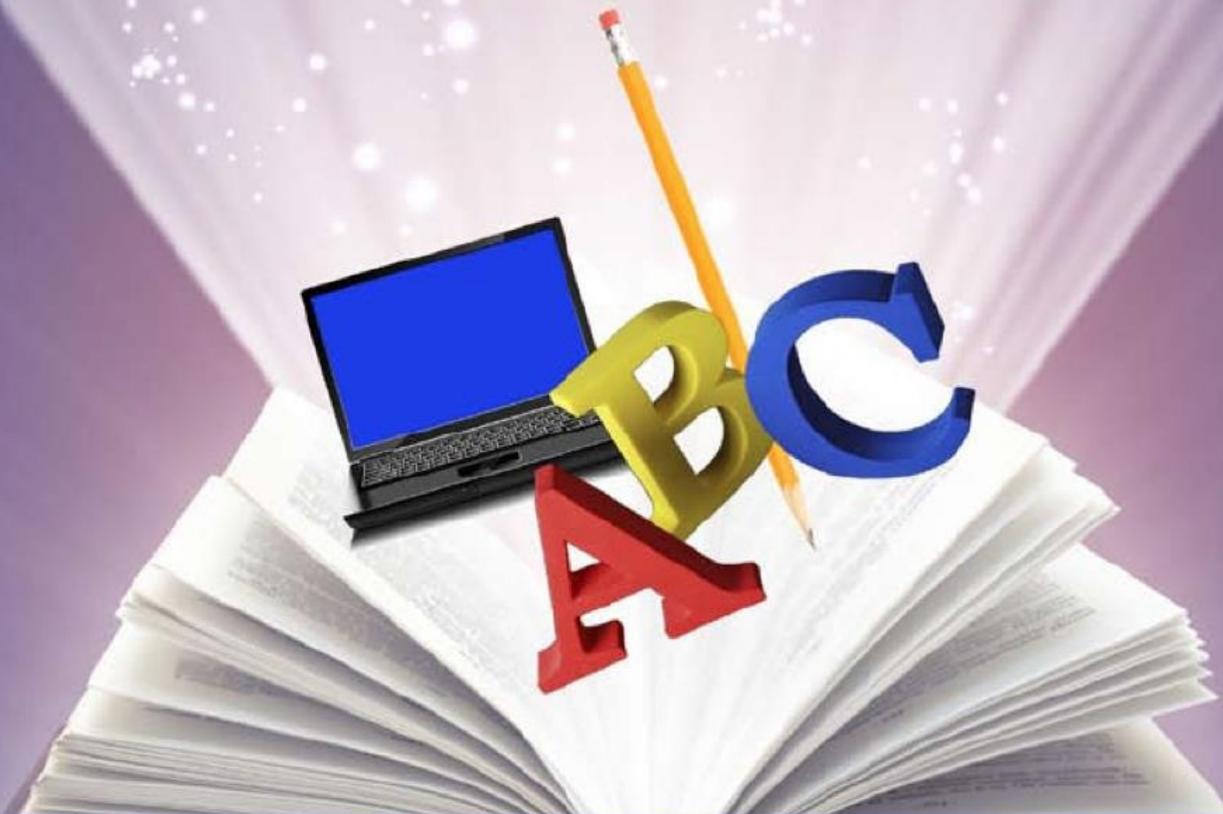| Pacing Q2P2	Standards of Learning	Strands and Concepts	Suggested Time Period (number of activities)		Literacy Resources
			Introduction of Concepts	Strategic Practice	
2nd Quarter	**10.6** **Write to Persuade, Interpret, Analyze, & Evaluate**	• Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose		**Weekly**	*Do you have a perspective? Do you have a bias? Are you an optimist or pessimist? Is one or the other better?*
		• Elaborate ideas through word choice and vivid description		**Weekly**	
		• Write clear and varied sentences utilizing precise and relevant evidence		**Weekly**	
		• Organize logical sequence using transitions **10.6 a,c,d,e** *Opinion with evidence/ Research Product*		**Weekly**	
	10.7 **Self & Peer Edit**	• Apply rules governing use of the colon.		**3**	
		• Distinguish between active and passive voice.		**3**	
		• Use a style manual to apply rules for punctuation and formatting of direct quotations.	**5**	**3**	
		• Analyze the writing of others.		**Weekly**	
		• Describe how the author accomplishes the intended purpose of writing.		**3**	
		• Suggest how writing might be improved.		**Weekly**	
		• Proofread and edit final product for intended audience and purpose. **10.7** a,b,e,f,g,h		**Weekly**	
	10.8 **Research**	• Research product	**3**	**4**	
		• Make sense of information gathered from diverse sources	**3**	**5**	
		• Plagerism, MLA	**2**	**2**	
		• Differentiate between in-text citations and works cited on the bibliography page. **10.8** a,b,c,**d,e,f**	**3**	**2**	
	Assessment				

Pacing Q3P1	Standards of Learning	Strands and Concepts	Suggested Time Period (number of activities)		Literacy Resources
			Introduction of Concepts	Strategic Practice	
3rd Quarter	**10.1** Participate & Collaborate	• Dramatic presentations as a group	2nd quarter	3	
		• Listen and evaluate & work together in group work to accomplish a task	2nd quarter	Daily	
		• **Assume responsibility for specific group task** 10.1 **a**,b,c,e,f,g.h.i.j,k	**4**	**4**	
	10.2 Visual & Verbal Media	• **Use media, visual literacy, and technology skills to create products**	**4**	**4**	
		• Evaluate sources including advertisements, editorials, blogs, Web sites and other media for relationship between intent, factual content, and opinion	1st quarter	5	
		• Determine the author's purpose and effect on audience for media messages	1st quarter	3	
		• Identify the tools and techniques used to achieve intended focus 10.2 **a**,b,c,d	1st quarter	3	
	10.3 Vocabulary in Authentic text	• Structural analysis of words (roots, affixes, synonyms, antonyms)	1st quarter	Weekly	
		• General & specialized vocab., connotative & denotative meanings of words & phrases	1st quarter	Weekly	
		• **Identify the meaning of common idioms**	**4**	**4**	
		• Context clues, extending vocabulary by reading and writing 10.3 a,b,c,**d**,f,	1st quarter	Daily	
	10.4 Literary Texts – Cultures and Eras	• Identify author's main and supporting ideas, make predictions, draw inferences, connect prior knowledge.	1st/2nd quarter	Daily	
		• **Evaluate how author's word choice, syntax, tone & voice shape meaning/purpose**	**4**	**4**	
		• Identify universal themes. Analyze cultural or social function of piece.	1st/2nd quart.	2	
		• **Compare/Contrast how rhyme, rhythm etc. convey message & elicit emotions**	**5**	**4**	
		• Examine a literary selection from several critical perspectives.	2nd quarter	4	
		• Compare & contrast character development in a play to characterization in other lit. forms. 10.4 a,b,c,d,e,f,**h,j,k,**l,m	2nd quarter	3	
	10.5 Non-fiction	• Read, interpret, analyze and evaluate nonfiction texts.	1st/2nd quart.	3	
		• Identify text organization and structure	1st/2nd quart.	2	
		• Recognize author's intended audience and purpose	1st/2nd quart.	3	
		• Compare and contrast informational texts	1st/2nd quart.	2	
		• Draw conclusions, make inferences on explicit/implied info. using text support as evidence	1st/2nd quart.	4	
		• Analyze and synthesize information	1st/2nd quart.	4	
		• **Interpret and use data & info. in maps, charts, graphs, timelines, tables & diagrams**	**5**	**5**	
		• Use reading strategies to monitor comprehension 10.5 a,b,d,**e**,f,g,h *Perspectives and Opinions*	1st quarter	Daily	

Pacing Q3P2	Standards of Learning	Strands and Concepts	Suggested Time Period (number of activities)		Literacy Resources
			Introduction of Concepts	Strategic Practice	
3rd Quarter	**10.6** **Write to Persuade, Interpret, Analyze, & Evaluate**	• Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose	1st/2nd quart.	Weekly	
		• Elaborate ideas through word choice and vivid description	1st/2nd quart.	Weekly	
		• Write clear and varied sentences utilizing precise and relevant evidence	1st/2nd quar.	Weekly	
		• **Synthesize information to support the thesis.**	**4**	**4**	
		• **Revise writing for clarity of content, accuracy, and depth of information.**	**5**	**3**	
		• **Use computer technology to plan, draft, revise, edit, and publish writing.**	**3**	**4**	
		• Organize logical sequence using transitions **10.6** a,**b**,c,d,e **f,g**	1st/2nd quart.	Weekly	
	10.7 **Self & Peer Edit**	• Apply rules governing use of the colon.	1st/2nd quart.	3	
		• Distinguish between active and passive voice.	1st/2nd quart.	3	
		• **Use a style manual to apply rules for punctuation and formatting of direct quotations.**	**5**	**3**	
		• **Differentiate between in-text citations & works cited on bibliography page**	**4**	**3**	
		• Analyze the writing of others.	1st/2nd quart.	Weekly	
		• Describe how the author accomplishes the intended purpose of writing.	1st/2nd quart.	3	
		• Suggest how writing might be improved.	1st/2nd quart.	Weekly	
		• Proofread and edit final product for intended audience and purpose. **10.7** a,b,**c,d,**e,f,g,h	1st/2nd quart.	Weekly	
	10.8 **Research**	• Research product	1st/2nd quart.	2	
		• Make sense of information gathered from diverse sources **by identifying misconceptions, main and supporting ideas, conflicting information, point of view & bias.**	**3**	**5**	
		• Plagerism	1st/2nd quart.	2	
		• **Verify the accuracy, validity & usefulness of information**	**3**	**4**	
		• Differentiate between in-text citations and works cited on the bibliography page. **10.8** a,b,c,d,e,f	1st/2nd quart.	2	
	Assessment				

Pacing Q4P1	Standards of Learning	Strands and Concepts	Suggested Time Period (number of activities)		Literacy Resources
			Introduction of Concepts	Strategic Practice	
4th Quarter	**10.1** Participate & Collaborate	• Presentations as a group. Listen, evaluate & work together to accomplish a task	2nd quarter	weekly	
		• **Choose vocabulary, language & tone appropriate to topic, audience & purpose**	**3**	**4**	
		• Assume responsibility for specific group task 10.1 a,b,c,**d**,e,f,g.h.i.j,k	3rd quarter	4	
	10.2 Visual & Verbal Media	• Use media, visual literacy, and technology skills to create products	3rd quarter	4	
		• Evaluate sources including advertisements, editorials, blogs, Web sites and other media for relationship between intent, factual content, and opinion	1st quarter	5	
		• Determine the author's purpose and effect on audience for media messages	1st quarter	3	
		• Identify the tools and techniques used to achieve intended focus 10.2 a,b,c,d	1st quarter	3	
	10.3 Vocabulary in Authentic text	• Structural analysis of words (roots, affixes, synonyms, antonyms)	1st quarter	Weekly	
		• General & specialized vocab., connotative & denotative meanings of words & phrases	1st quarter	Weekly	
		• Identify the meaning of common idioms	3rd quarter	4	
		• **Identify literary, classical allusions, & figurative language in text**	**3**	**4**	
		• **Use knowledge of word origins to comprehend and elaborate text meaning**	**3**	**4**	
		• Context clues, extending vocabulary by reading and writing 10.3 a,b,c,d,**e**,f,**g**	1st quarter	Daily	
	10.4 Literary Texts – Cultures and Eras	• Identify author's main, supporting ideas, draw inferences, connect prior knowledge.	1st/2nd quart.	Daily	
		• Evaluate how author's word choice, syntax, tone & voice shape meaning/purpose	3rd quarter	4	
		• Identify universal themes. Analyze cultural or social function of piece.	1st/2nd quart.	2	
		• Compare/Contrast how rhyme, rhythm etc. convey message & elicit emotions	3rd quarter	4	
		• Examine a literary selection from several critical perspectives.	2nd quarter	4	
		• **Explain historical influences and compare/contrast literature from different cultures**	**5**	**5**	
		• Compare & contrast character development in a play to characterization in other lit. forms. 10.4 a,b,c,d,e,f,**g**,h,**i**,j,k,l,m	2nd quarter	3	
	10.5 Non-fiction	• Read, interpret, analyze & evaluate nonfiction texts. Identify text organization & structure	1st/2nd quart.	3	
		• **Skim manuals or informational sources to locate information**	**3**	**3**	
		• Recognize author's intended audience and purpose	1st/2nd quart.	3	
		• Compare and contrast informational texts. Analyze and synthesize information.	1st/2nd quart.	5	
		• Draw conclusions, make inferences on explicit/implied info. using text support as evidence	1st/2nd quart.	4	
		• Interpret and use data & info. in maps, charts, graphs, timelines, tables & diagrams	3rd quarter	5	
		• Use reading strategies to monitor comprehension 10.5 a,b,**c**,d,e,f,g,h *Perspectives and Opinions*	1st quarter	Daily	

Pacing Q4P2	Standards of Learning	Strands and Concepts	Suggested Time Period (number of activities)		Literacy Resources
			Introduction of Concepts	Strategic Practice	
4th Quarter	**10.6** **Write to Persuade, Interpret, Analyze, & Evaluate**	• Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose	1st/2nd quart.	Weekly	
		• Elaborate ideas through word choice and vivid description	1st/2nd quart.	Weekly	
		• Write clear and varied sentences utilizing precise and relevant evidence	1st/2nd quar.	Weekly	
		• Synthesize information to support the thesis.	3rd quarter	4	
		• Revise writing for clarity of content, accuracy, and depth of information.	3rd quarter	3	
		• Use computer technology to plan, draft, revise, edit, and publish writing.	3rd quarter	4	
		• Organize logical sequence using transitions **10.6** a,b,c,d,e f,g	1st/2nd quart.	Weekly	
	10.7 **Self & Peer Edit**	• Apply rules governing use of the colon.	1st/2nd quart.	3	
		• Distinguish between active and passive voice.	1st/2nd quart.	3	
		• Use a style manual to apply rules for punctuation and formatting of direct quotations.	3rd quarter	3	
		• Differentiate between in-text citations & works cited on bibliography page	3rd quarter	3	
		• Analyze the writing of others.	1st/2nd quart.	Weekly	
		• Describe how the author accomplishes the intended purpose of writing.	1st/2nd quart.	3	
		• Suggest how writing might be improved.	1st/2nd quart.	Weekly	
		• Proofread and edit final product for intended audience and purpose. **10.7** a,b,c,d,e,f,g,h	1st/2nd quart.	Weekly	
	10.8 **Research**	• Research product	1st/2nd quart.	2	
		• Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view & bias.	3rd quarter	5	
		• Plagiarism	1st/2nd quart.	2	
		• Verify the accuracy, validity & usefulness of information	3rd quarter	4	
		• Differentiate between in-text citations and works cited on the bibliography page. **10.8** a,b,c,d,e,f	1st/2nd quart.	2	
	Assessment				

English Standards of Learning

CURRICULUM FRAMEWORK 2010

Grade Ten

Board of Education, Commonwealth of Virginia

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The 2010 *English Curriculum Framework* can be found in PDF and Microsoft Word file formats on the Virginia Department of Education's Web site at http://www.doe.virginia.gov.

The 2010 *English Standards of Learning* Curriculum Framework is a companion document to the 2010 *English Standards of Learning* and amplifies the *English Standards of Learning* by defining the content knowledge, skills, and understandings that are measured by the Standards of Learning assessments. The Curriculum Framework provides additional guidance to school divisions and their teachers as they develop an instructional program appropriate for their students. It assists teachers in their lesson planning by identifying essential understandings, defining essential content knowledge, and describing the intellectual skills students need to use. This supplemental framework delineates in greater specificity the content that all teachers should teach and all students should learn.

Each topic in the *English Standards of Learning* Curriculum Framework is developed around the Standards of Learning. The format of the Curriculum Framework facilitates teacher planning by identifying the key concepts, knowledge, and skills that should be the focus of instruction for each standard. The Curriculum Framework is divided into three columns: Understanding the Standard; Essential Understandings; and Essential Knowledge, Skills and Processes. The purpose of each column is explained below.

Understanding the Standard
This section includes background information for the teacher. It contains content that may extend the teachers' knowledge of the standard beyond the current grade level. This section may also contain suggestions and resources that will help teachers plan lessons focusing on the standard.

Essential Understandings
This section delineates the key concepts and ideas that all students should grasp to demonstrate an understanding of the Standards of Learning. These essential understandings are presented to facilitate teacher planning.

Essential Knowledge, Skills, and Processes
Each standard is expanded in the Essential Knowledge, Skills, and Processes column. What each student should know and be able to do in each standard is outlined. This is not meant to be an exhaustive list nor a list that limits what is taught in the classroom. It is meant to identify the key knowledge, skills, and processes that define the standard.

The Curriculum Framework serves as a guide for Standards of Learning assessment development. Assessment items may not and should not be a verbatim reflection of the information presented in the Curriculum Framework. Students are expected to continue to apply knowledge, skills, and processes from Standards of Learning presented in previous grades as they build expertise in English.

At the tenth-grade level, students will become skilled communicators in small-group learning activities. Students will participate in, collaborate in, and report on small-group learning activities. They will also examine and critique the overall effectiveness of the group process. They will use grammatically correct language that is appropriate to the topic, audience, and purpose. In addition, students will analyze, produce, and examine similarities and differences between visual and verbal media messages.

10.1   **The student will participate in, collaborate in, and report on small-group learning activities.**
    a) **Assume responsibility for specific group tasks.**
    b) **Collaborate in the preparation or summary of the group activity.**
    c) **Include all group members in oral presentation.**
    d) **Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.**
    e) **Demonstrate the ability to work effectively with diverse teams to accomplish a common goal.**
    f) **Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.**
    g) **Access, critically evaluate, and use information accurately to solve problems.**
    h) **Evaluate one's own role in preparation and delivery of oral reports.**
    i) **Use a variety of strategies to listen actively.**
    j) **Analyze and interpret other's presentations.**
    k) **Evaluate effectiveness of group process in preparation and delivery of oral reports.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
- Individual students will actively contribute to group activities and participate in small-group oral presentations. - Students will evaluate their strengths and weaknesses when participating in small-group oral presentations. - Students will examine their preparation, interaction, and performances as group members. In addition, students will evaluate the overall effectiveness of their group's preparation and presentation.	**All students should** understand that small group collaboration exists beyond the classroom and their ability to effectively participate is an essential skill.	**To be successful with this standard, students are expected to** - assume shared responsibility for collaborative work. - collaborate with peers to set rules for group presentations and discussions, set clear goals and deadlines, and define individual roles as needed. - respond thoughtfully by summarizing points of agreement and disagreement, qualifying views and understanding. - demonstrate active listening through use of appropriate facial expressions, posture, and gestures. - engage others in a conversation by posing and responding to questions in a group situation. - exercise flexibility and willingness in making compromises to accomplish a common goal. - use grammatically correct language.

10.2   **The student will analyze, produce, and examine similarities and differences between visual and verbal media messages.**
  a) **Use media, visual literacy, and technology skills to create products.**
  b) **Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.**
  c) **Determine the author's purpose and intended effect on the audience for media messages.**
  d) **Identify the tools and techniques used to achieve the intended focus.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• Students will continue to develop media literacy by comparing and contrasting visual and verbal media messages. • Students will continue to create products that reflect their expanding knowledge of media and visual literacy.	**All students should** • recognize that media messages express a viewpoint and contain values. • understand that there is a relationship between the author's intent, the factual content, and opinion expressed in media messages. • understand the purposeful use of persuasive language and word connotations convey viewpoint and bias.	**To be successful with this standard, students are expected to** • identify and analyze the sources and viewpoint of publications. • analyze, compare, and contrast visual and verbal media messages for content (word choice and choice of information), intent (persuasive techniques), impact (public opinion trends), and effectiveness (effect on the audience). • determine author's purpose, factual content, opinion, and/or possible bias as presented in media messages.

At the tenth-grade level, students will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. They will read, comprehend, critique, and analyze a variety of literary works from various cultures and eras. They will interpret nonfiction materials. Students will learn to apply critical reading skills across the content areas, including history and social science, science, and mathematics. When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity.

10.3   **The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.**
   a) **Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.**
   b) **Use context, structure, and connotations to determine meanings of words and phrases.**
   c) **Discriminate between connotative and denotative meanings and interpret the connotation.**
   d) **Identify the meaning of common idioms.**
   e) **Identify literary and classical allusions and figurative language in text.**
   f) **Extend general and specialized vocabulary through speaking, reading, and writing.**
   g) **Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will increase their independence as learners of vocabulary. • Students will use prefixes, suffixes, roots, derivations, and inflections of polysyllabic words to determine meaning and relationships among related words. • Teachers should use a study of cognates, words from the same linguistic family, to enhance vocabulary instruction. Cognates can occur within the same language or across languages *night* (English), *nuit* (French), *Nacht* (German), *nacht* (Dutch), *nicht* (Scots), *natt* (Swedish, Norwegian), *nat* (Danish), *raat* (Urdu), *nátt* (Faroese), *nótt* (Icelandic), *noc* (Czech, Slovak, Polish). • Students will evaluate the use of figurative language in text. • Students will use context and connotations to help determine the meaning of synonymous words and appreciate an author's choices of words and images. • **Connotation** is subjective cultural and	**All students should** • use word structure to analyze and relate words. • recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning. • recognize that figurative language enriches text.	**To be successful with this standard, students are expected to** • use roots or affixes to determine or clarify the meaning of words. • demonstrate an understanding of idioms. • use prior reading knowledge and other study to identify the meaning of literary and classical allusions. • interpret figures of speech (e.g., *euphemism, oxymoron*) in context and analyze their role in the text. • analyze connotations of words with similar denotations. • use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. • identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). • consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. • demonstrate understanding of figurative language, word relationships, and connotations in word meanings.

10.3   **The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.**
       a)   **Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.**
       b)   **Use context, structure, and connotations to determine meanings of words and phrases.**
       c)   **Discriminate between connotative and denotative meanings and interpret the connotation.**
       d)   **Identify the meaning of common idioms.**
       e)   **Identify literary and classical allusions and figurative language in text.**
       f)   **Extend general and specialized vocabulary through speaking, reading, and writing.**
       g)   **Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
emotional. A stubborn person may be described as being either *strong-willed* or *pig-headed*. They have the same literal meaning (i.e., *stubborn*). *Strong-willed* connotes admiration for the level of someone's will, while *pig-headed* **connotes** frustration in dealing with someone. • **Denotation** is a dictionary definition of a word. • **Idiom** is an expression peculiar to a particular language or group of people that means something different from the dictionary definition (e.g., blessing in disguise, chip on your shoulder). • An **allusion** is an indirect reference to a person, place, event or thing – real or fictional. J.D. Salinger's *The Catcher in the Rye* is an allusion to a poem by Robert Burns. Stephen Vincent Benet's story *By the Waters of Babylon* alludes to Psalm 137 in the Bible.		

10.4 **The student will read, comprehend, and analyze literary texts of different cultures and eras.**
   a) **Identify main and supporting ideas.**
   b) **Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.**
   c) **Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.**
   d) **Analyze the cultural or social function of literature.**
   e) **Identify universal themes prevalent in the literature of different cultures.**
   f) **Examine a literary selection from several critical perspectives.**
   g) **Explain the influence of historical context on the form, style, and point of view of a literary text.**
   h) **Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author's purpose.**
   i) **Compare and contrast literature from different cultures and eras.**
   j) **Distinguish between a critique and a summary.**
   k) **Compare and contrast how rhyme, rhythm, sound, imagery, style, form, and other literary devices convey a message and elicit a reader's emotions.**
   l) **Compare and contrast character development in a play to characterization in other literary forms.**
   m) **Use reading strategies to monitor comprehension throughout the reading process.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

• Students will know the ways that literature is defined by a variety of literary works, themes, and universal themes. They will read a wide range of literary genres from different cultures and time periods in order to gain an appreciation of various cultural histories and recognize similarities in images and themes that connect all peoples.
 	
• Students will compare and contrast poetic elements that poets use to evoke an emotional response.
 	
• Students will interpret and paraphrase the meanings of poems to demonstrate understanding of the poems.
 	
• Students should understand the difference between a critique and a summary:
	All students should
	
	• understand that poets use techniques to evoke emotion in the reader.
	
	• understand that literature is universal and influenced by different cultures and eras.
	
	• analyze how an author achieves specific effects and purposes using literary devices and figurative language (e.g., understatement, mood, allusion, allegory, paradox, irony, tone).
	
	• analyze a case in which a
		To be successful with this standard, students are expected to
		
		• construct meaning from text by making connections between what they already know and the new information they read.
		
		• use reading strategies to improve comprehension and to achieve the purposes for reading: predicting and adjusting predictions; questioning the text; restating main ideas and summarizing supporting details; and close reading.
		
		• compare and contrast a variety of literary works from different cultures and eras, including:
		  ° short stories;
		  ° poems;
		  ° plays;
		  ° novels;
		  ° essays; and
		  ° narrative nonfiction.
		
		• explain similarities and differences among literary genres from different

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
° A **summary** restates what one just read in one's own words, and presents only main details, and maintains an objective voice. ° A **critique** analyzes what was read, offers interpretations, judgments, and evidence for support. • Students will explain ways that characterization in drama differs from that in other literary forms. • Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc. • **Close reading** entails close observation of the text, including annotating, determining all word meanings including connotations,	point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, irony, sarcasm, understatement). • evaluate how asides, monologues, and soliloquies focus on single characters, giving insight into their thinking and providing the audience with a deeper understanding of the play. • understand rhyme, rhythm, and sound elements. • understand techniques poets use to evoke emotion in the	cultures, such as: ° haikus; ° sonnets; ° fables; ° myths; ° novels; ° graphic novels; and ° short stories. • analyze the different functions that characters play in a literary text (e.g., antagonist, protagonist, foil, tragic hero). • analyze how relationships among a character's actions, dialogue, physical attributes, thoughts, feelings, and other characters reveal nuances of character (e.g., beliefs, values, social class, and gender roles) and advance the plot. • identify universal themes, such as: ° struggle with nature;

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       c)   **Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.**

       d)   **Analyze the cultural or social function of literature.**

       e)   **Identify universal themes prevalent in the literature of different cultures.**

       f)   **Examine a literary selection from several critical perspectives.**

       g)   **Explain the influence of historical context on the form, style, and point of view of a literary text.**

       h)   **Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author's purpose.**

       i)   **Compare and contrast literature from different cultures and eras.**

       j)   **Distinguish between a critique and a summary.**

       k)   **Compare and contrast how rhyme, rhythm, sound, imagery, style, form, and other literary devices convey a message and elicit a reader's emotions.**

       l)   **Compare and contrast character development in a play to characterization in other literary forms.**

       m)   **Use reading strategies to monitor comprehension throughout the reading process.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
syntax, and structure. It also involves paying close attention to figures of speech, and other features that contribute to a writer's style. Close reading also involves reflecting on deeper meanings of text including considering relationships to other texts or social or cultural history. • A complete list of literary devices is included under SOL 9.4 • Students will read and analyze poetry, focusing on rhyme, rhythm, and sound. • Students will compare and contrast poetic elements that poets use to evoke an emotional response. • Students will interpret and paraphrase the meanings of poems to demonstrate	reader. • demonstrate understanding of selected poems.	° survival of the fittest; ° coming of age; ° power of love; ° loss of innocence; ° struggle with self; ° disillusionment with life; ° the effects of progress; ° power of nature; ° alienation and isolation; ° honoring the historical past; ° good overcoming evil; ° tolerance of the atypical; ° the great journey; ° noble sacrifice; ° the great battle; ° love and friendship; and ° revenge.

10.4   **The student will read, comprehend, and analyze literary texts of different cultures and eras.**
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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
understanding of the poems.		• analyze works of literature for historical information about the period in which they were written. • describe common archetypes that pervade literature, such as the: ° hero/heroine; ° trickster; ° faithful companion; ° outsider/outcast; ° rugged individualist; ° shrew; ° innocent; ° villain; ° caretaker; ° Earth mother; ° rebel; ° misfit; ° mother/father figure; ° monster/villain;

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    c) **Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.**

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    h) **Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author's purpose.**

    i) **Compare and contrast literature from different cultures and eras.**

    j) **Distinguish between a critique and a summary.**

    k) **Compare and contrast how rhyme, rhythm, sound, imagery, style, form, and other literary devices convey a message and elicit a reader's emotions.**

    l) **Compare and contrast character development in a play to characterization in other literary forms.**

    m) **Use reading strategies to monitor comprehension throughout the reading process.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		° scapegoat; and ° lonely orphan. • examine a literary selection from several different critical perspectives. • analyze a particular point of view or cultural experience reflected in a literary work. • analyze the representation of a subject or a key scene in two different media. • compare and contrast literary devices in order to convey a poem's message and elicit a reader's emotions. • interpret and paraphrase the meanings of selected poems. • analyze the use of dialogue, special effects, music, and set to interpret characters. • identify and describe dramatic conventions.

10.5   **The student will read, interpret, analyze, and evaluate nonfiction texts.**
   a) **Identify text organization and structure.**
   b) **Recognize an author's intended audience and purpose for writing.**
   c) **Skim manuals or informational sources to locate information.**
   d) **Compare and contrast informational texts.**
   e) **Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.**
   f) **Draw conclusions and make inferences on explicit and implied information using textual support as evidence.**
   g) **Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.**
   h) **Use reading strategies throughout the reading process to monitor comprehension.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• Students need to be skilled readers of nonfictional texts and technical manuals and have the ability to apply different reading strategies when engaging with a variety of such materials. • Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc.	**All students should** • understand that background knowledge may be necessary to understand handbooks and manuals. • know that informational and technical writing is often non-linear, fragmented, and graphic-supported. • understand how format and style in informational text differ from those in narrative and expository texts. • understand reading strategies and in particular, how they are used to locate specific information in informational text.	**To be successful with this standard, students are expected to** • identify the different formats and purposes of informational and technical texts. • analyze how authors use rhetoric to advance their point of view. • identify the main idea(s) in informational text. • identify essential details in complex informational passages. • locate specific information in manuals or other informational sources by using strategies such as skimming, summarizing, and highlighting. • interpret and understand information presented in maps, charts, timelines, tables, and diagrams, • make inferences and draw conclusions from informational text. • synthesize information across multiple informational texts.

At the tenth-grade level, students will develop their persuasive, expository, and analytical writing skills. They will synthesize information to support a thesis, provide elaboration, and organize ideas logically. They will demonstrate understanding by applying a writing process in developing written products. They will revise writing for clarity of content and edit for correct use of language, sentence formation, punctuation, capitalization, and spelling as part of the writing process.

10.6   **The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.**
- a) **Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.**
- b) **Synthesize information to support the thesis.**
- c) **Elaborate ideas clearly through word choice and vivid description.**
- d) **Write clear and varied sentences, clarifying ideas with precise and relevant evidence.**
- e) **Organize ideas into a logical sequence using transitions.**
- f) **Revise writing for clarity of content, accuracy, and depth of information.**
- g) **Use computer technology to plan, draft, revise, edit, and publish writing.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

• Students will know how to move through the stages of a writing process, from planning to drafting, revising, editing, and proofreading.
 	
• Students will understand that expository writing is prose that explains ideas through the use of a clear general statement of the writer's point (thesis) and through the development of ideas, using specific evidence and illustrations for support.
 	
• Analytical writing uses precise language and often divides the subject into parts and provides evidence on each part.
 	
• Students should have practice writing for shorter time frames as well as extended time frames.
	All students should
	
	• understand that writing is a process.
	
	• understand expository and analytical texts and develop products that reflect that understanding.
	
	• understand effective organizational patterns.
		To be successful with this standard, students are expected to
		
		• write expository texts that:
		  ° explain a process;
		  ° compare and contrast ideas;
		  ° show cause and effect;
		  ° enumerate details; or
		  ° define ideas and concepts.
		
		• develop written products that demonstrate their understanding of composing, written expression, and usage/mechanics.
		
		• write persuasively and analytically on a variety of literary and nonliterary subjects.
		
		• develop writing that analyzes complex issues.
		
		• plan and organize their ideas for writing.
		
		• state a thesis and support it.
		
		• elaborate ideas in order to provide support for the thesis.
		
		• use visual and sensory language as needed for effect.
		
		• vary sentence structures for effect.
		
		• identify and apply features of the writing domains, including
		  ° effective organization;
		  ° clear structure;
		  ° sentence variety;

10.6   **The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.**
   a) **Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.**
   b) **Synthesize information to support the thesis.**
   c) **Elaborate ideas clearly through word choice and vivid description.**
   d) **Write clear and varied sentences, clarifying ideas with precise and relevant evidence.**
   e) **Organize ideas into a logical sequence using transitions.**
   f) **Revise writing for clarity of content, accuracy, and depth of information.**
   g) **Use computer technology to plan, draft, revise, edit, and publish writing.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		° unity and coherence; ° tone and voice; ° effective word choice; ° clear purpose; ° appropriate mechanics and usage; and ° accurate and valuable information. - develop ideas deductively and inductively and organize ideas into a logical sequence, applying effective organizational patterns/techniques, such as: ° comparison/contrast; ° chronological order; ° spatial layout; ° cause and effect; ° definition; ° order of importance; ° explanation; ° generalization; ° classification; ° enumeration; and ° problem/solution. - evaluate analytical writing by examining and understanding how individual parts of the text relate to the whole, including the writing's purpose and structure. - revise writing for clarity of content and presentation. - use peer- and self-evaluation to review and revise writing.

10.6   The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.
  a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.
  b) Synthesize information to support the thesis.
  c) Elaborate ideas clearly through word choice and vivid description.
  d) Write clear and varied sentences, clarifying ideas with precise and relevant evidence.
  e) Organize ideas into a logical sequence using transitions.
  f) Revise writing for clarity of content, accuracy, and depth of information.
  g) Use computer technology to plan, draft, revise, edit, and publish writing.

Back to Q1   Back to Q2   Back to Q3   Back to Q4

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		• use computer technology to assist in the writing process.

10.7   **The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.**
   a) **Distinguish between active and passive voice.**
   b) **Apply rules governing use of the colon.**
   c) **Use 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.**
   d) **Differentiate between in-text citations and works cited on the bibliography page.**
   e) **Analyze the writing of others.**
   f) **Describe how the author accomplishes the intended purpose of a piece of writing.**
   g) **Suggest how writing might be improved.**
   h) **Proofread and edit final product for intended audience and purpose.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
- Students will continue to build knowledge of grammar through the application of rules for parts of a sentence and text. - Students will use a style manual, such as MLA or APA, to punctuate and format sentences and text. - Students will analyze writings critically, using knowledge of composition, written expression, sentence formation, and usage/mechanics. They will also suggest ways that writings can be improved. - Students will describe how writers accomplish their intended purpose.	**All students should** - understand that active voice means that the subject of a verb *performs* the action and passive voice means that the subject of a verb *receives* the action. - use colons according to rules governing their use. - understand how writers use organization and details to communicate their purposes.	**To be successful with this standard, students are expected to** - distinguish between active voice and passive voice to convey a desired effect. - know and apply the rules for the use of a colon: ° before a list of items; ° before a long, formal statement or quotation; and ° after the salutation of a business letter. - use direct quotations in their writing, applying MLA or APA style for punctuation and formatting. - use peer- and self-evaluation to edit writing. - proofread and prepare final product for intended audience and purpose. - correct grammatical or usage errors.

At the tenth-grade level, students will develop skills in accessing, evaluating, organizing, and presenting information in the research process. Students will verify the validity of all information and follow ethical and legal guidelines for using and gathering information. They will also credit sources for quoted and paraphrased information, using a standard method of documentation. Students will present writing in a format appropriate for audience and purpose.

10.8   **The student will collect, evaluate, organize, and present information to create a research product.**
   a) **Use technology as a tool to research, organize, evaluate, synthesize, and communicate information.**
   b) **Develop the central idea or focus.**
   c) **Verify the accuracy, validity, and usefulness of information.**
   d) **Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.**
   e) **Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).**
   f) **Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES

• Students will utilize a variety of sources to access ideas, evaluate the information for accuracy and relevance, and organize the facts into an oral presentation, a written report, or a visual product.
 	
• Students will provide documentation to support their research product.
 	
• Students will understand that plagiarism is the theft of intellectual property.
 	
• Students will understand that there are consequences of plagiarism according to the guidelines established by local school divisions and the law.
	All students should
	
	• understand the steps involved in organizing information gathered from research.
	
	• verify the accuracy and usefulness of information.
	
	• understand the appropriate format for citing sources of information.
	
	• understand that using standard methods of documentation is one way to protect the intellectual property of writers.
		To be successful with this standard, students are expected to
		
		• use technology, along with other resources, to gather information from various sources by summarizing, paraphrasing, and supporting a thesis.
		
		• organize information and maintain coherence throughout the writing based on the topic, purpose, and audience.
		
		• use organizational patterns/techniques, such as:
		  ° comparison/contrast;
		  ° chronological order;
		  ° spatial layout;
		  ° cause and effect;
		  ° definition;
		  ° order of importance;
		  ° explanation;
		  ° enumeration; and
		  ° problem/solution.
		
		• evaluate sources for their credibility, reliability, strengths, and limitations.
		
		• demonstrate ability to distinguish between reliable and unreliable sources.
		
		• distinguish one's own ideas from information created or discovered by others.
		
		• cite primary and secondary sources of information, using the MLA or APA method of documentation for in-text citations and works-cited pages.

10.8   **The student will collect, evaluate, organize, and present information to create a research product.**
a)   **Use technology as a tool to research, organize, evaluate, synthesize, and communicate information.**
b)   **Develop the central idea or focus.**
c)   **Verify the accuracy, validity, and usefulness of information.**
d)   **Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.**
e)   **Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).**
f)   **Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		• avoid plagiarism by: ° understanding that *plagiarism* is an act of presenting someone else's ideas as one's own; ° citing correctly sources to give credit to the author of an original work; ° recognizing that sources of information must be cited even when the information has been paraphrased; and ° using quotation marks when someone else's exact words are quoted.

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