



Stafford County Public Schools

English/Language Arts– Grade 10

The tenth-grade student will become a skilled communicator in small-group learning activities. The student will examine, analyze, and produce media messages. The student will continue development of vocabulary, with attention to connotations, idioms, allusions, and evolution of language. The student will read and analyze literary texts from a variety of eras and cultures. Attention will be given to the analysis of nonfiction texts. The student will critique the writing of peers and professionals, using analysis to improve writing skills. The student will continue to build research skills by crediting sources and presenting information in a format appropriate for content. Grammar knowledge will be expanded as the student presents, writes, and edits materials, applying the conventions of language.

Communication and Multimodal Literacies

The student will make planned multimodal, interactive presentations collaboratively and individually.

- Make strategic use of multimodal tools.
- Credit information sources.
- Demonstrate the ability to work effectively with diverse teams, including setting rules and goals for group work, such as coming to informal consensus, taking votes on key issues, and presenting alternate views.
- Assume responsibility for specific group tasks.
- Include all group members and value individual contributions made by each group member.
- Use a variety of strategies to listen actively and speak, using appropriate discussion rules with awareness of verbal and nonverbal cues.
- Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.
- Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.
- Access, critically evaluate, and use information accurately to solve problems.
- Use reflection to evaluate one's own role and the group process in small-group activities.
- Evaluate a speaker's point of view, reasoning, use of evidence, rhetoric, and identify any faulty reasoning.

The student will examine, analyze, and produce media messages.

- Create media messages for diverse audiences.
- Credit information sources.
- Evaluate sources for relationships between intent, factual content, and opinion.
- Analyze the impact of selected media formats on meaning.
- Analyze the purpose of information and persuasive techniques used in diverse media formats.
- Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).
- Describe possible cause-and-effect relationships between mass media coverage and public opinion trends.
- Monitor, analyze, and use multiple streams of simultaneous information.
- Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.

Reading

The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

- Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.
- Use context, structure, and connotations to determine meanings of words and phrases.
- Discriminate between connotative and denotative meanings and interpret the connotation.
- Explain the meaning of common idioms.
- Explain the meaning of literary and classical allusions and figurative language in text.
- Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

The student will read, comprehend, and analyze literary texts of different cultures and eras.

- Make inferences and draw conclusions, using references from the text(s) for support.
- Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
- Interpret the cultural or social function of world and ethnic literature.
- Analyze universal themes prevalent in the literature of different cultures.
- Examine a literary selection from several critical perspectives.
- Critique how authors use key literary elements to contribute to meaning, including character development, theme, conflict, and archetypes.
- Interpret how themes are connected within and across texts.
- Explain the influence of historical context on the form, style, and point of view of a literary text(s).
- Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.
- Compare/contrast details in literary and informational nonfiction texts.
- Compare and contrast how literary devices convey a message and elicit a reader's emotions.
- Compare and contrast character development in a play to characterization in other literary forms.
- Use reading strategies to monitor comprehension throughout the reading process.

The student will read, interpret, analyze, and evaluate nonfiction texts.

- Analyze text features and organizational patterns to evaluate the meaning of texts.
 - Recognize an author's intended audience and purpose for writing.
 - Skim materials to develop an overview and locate information.
 - Compare and contrast informational texts for intent and content.
 - Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.
 - Draw conclusions and make inferences on explicit and implied information, using textual support as evidence.
 - Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
 - Analyze ideas within and between selections, providing textual evidence.
 - Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events within and between texts.
 - Use reading strategies throughout the reading process to monitor comprehension.
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Writing

The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic, with an emphasis on persuasion and analysis.

- Engage in writing as a recursive process.
- Plan and organize writing to address a specific audience and purpose.
- Adjust writing content, technique, and voice for a variety of audiences and purposes.
- Communicate clearly the purpose of the writing using a thesis statement.
- Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.
- Compose a thesis statement for persuasive writing that advocates a position.
- Clearly state and defend a position using reasons and sufficient evidence from credible sources as support.
- Identify counterclaims and provide counterarguments.
- Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented.
- Blend multiple forms of writing, including embedding a narrative to produce effective essays.
- Elaborate ideas clearly through word choice.
- Use textual evidence to compare and contrast multiple texts.
- Revise writing for clarity of content, accuracy, and depth of information.
- Write and revise to a standard acceptable both in the workplace and in postsecondary education.

The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

- Use parallel structure across sentences and paragraphs.
 - Use complex sentence structure to infuse sentence variety in writing.
 - Distinguish between active and passive voice.
 - Use colons correctly.
 - Analyze the writing of others and suggest how writing might be improved.
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Research

The student will find, evaluate, and select credible resources to create a research product.

- Verify the accuracy, validity, and usefulness of information.
 - Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
 - Evaluate and select evidence from a variety of sources to introduce counterclaims and to support claims.
 - 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).
 - Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
 - Demonstrate ethical use of the Internet.
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Resources: Stafford County Public Schools: <https://www.staffordschools.net>

Virginia Department of Education SOLs for English: http://www.doe.virginia.gov/testing/sol/standards_docs/english/review.shtml