
English Language Arts: Grade 10

During the high school years, reading, writing, and speaking overlap as students deepen their study of language and literature and gain skills that help them in other subjects, such as science and history. Students intensify their study of vocabulary by interpreting what words imply and applying their knowledge of roots from Greek and Latin to draw inferences about meaning. Students analyze and evaluate a wide variety of American, English, and world nonfiction and literary texts. They study important works and authors of various historical periods. High school students become good researchers and write or deliver increasingly sophisticated research reports (1,100-1,500 words or more) and multimedia presentations. The ability to develop an idea and express it persuasively helps students create strong oral and written skills that they can use in college and the workplace.

By the end of grade 10, students are expected to be reading “At the Standard” (see the DoDEA ELA Addendum 1: Reading Performance Levels). The quality and complexity of materials read should reflect the grade level appropriate Lexile levels.

Strand: **10E1: Reading**

Standard: **10E1a Word Recognition, Fluency, and Vocabulary Development**
Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and use those words accurately.

Component: **Vocabulary and Concept Development**

- 10E1a.1:** Understand technical vocabulary in subject area reading.
Example: While using a word-processing program on a computer, learn new terms and special meanings for words from the manual and/or online help feature such as control, enter, insert, format, font, template, page break, file and folder.
- 10E1a.2:** Distinguish between connotation and denotation.
Example: Understand descriptive phrases when reading such as “A man’s feet must be planted in his country, but his eyes should survey the world,” George Santayana, or “We must be the change we wish to see in the world,” Mahatma Gandhi.
- 10E1a.3:** Use the knowledge of Greek, Roman, or other mythologies to understand the meaning of new words.
Example: Use the myth of Narcissus and Echo to understand the word “narcissistic;” use the myth of Procrustus to understand the word “procrustean”.
- 10E1a.4:** Identify and use literal and figurative meanings of words and understand origins of words.
- 10E1a.5:** Understand and explain slight differences in meaning in related words.
Example: Explain the difference when someone is described as speaking softly and when someone is described as speaking quietly.

Standard: **10E1b Comprehension and Analysis of Nonfiction and Informational Text**
Students read a variety of grade-level-appropriate nonfiction such as biographies, autobiographies, books in many different subject areas, essays, speeches, magazines, newspapers, reference and technical materials, and online information.

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- Component:**
- 10E1b.1:** ***Structural Features of Informational and Technical Materials***
Analyze the structure and format of various informational documents and explain how authors use the features to achieve their purposes.
Example: Analyze an advertisement that has been made to look like the informational newspaper or magazine content around it. Explain why the advertisement would be designed this way and evaluate its effectiveness.
- Component:**
- 10E1b.2:** ***Analysis of Grade-Level-Appropriate Nonfiction and Informational Text***
Analyze, evaluate, and elaborate on ideas presented in primary or secondary sources.
Example: Read first-hand accounts and newspaper accounts of an historical event, such as the sinking of the Titanic, and compare them to more recent texts about the event.
- 10E1b.3:** Demonstrate use of sophisticated technology by following technical directions.
Examples:
- 1. Follow the directions to use a spreadsheet or database program on the computer.*
 - 2. Follow the directions to insert a spreadsheet or database into an informational text.*
- 10E1b.4:** Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.
- Component:**
- 10E1b.5:** ***Expository (Informational) Critique***
Evaluate an author's argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text.
Examples:
- 1. Evaluate science articles by judging the references, the author's presentation of facts and opinions, and the date of publication.*
 - 2. Evaluate different arguments on a legal issue, such as the legal age for getting a driver's license.*
- Standard:**
- 10E1c** ***Comprehension and Analysis of Literary Text***
Students read and understand to a variety of grade-level-appropriate literature such as classical and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, drama, and other genres.
- Component:**
- 10E1c.1:** ***Structural Features of Literature***
Identify different types (*genres*) of fiction and describe the major characteristics of each form.
Example: Describe the common characteristics of different types of fiction, such as folklore, mystery, science fiction, adventure, fantasy, or biography, and provide examples of each type from books read by students in the class. Use a graphic organizer to show comparisons.
- 10E1c.2:** Analyze the purposes and the characteristics of different forms of dramatic literature to include comedy, tragedy, and dramatic monologue.

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Example: Analyze the features of plays, such as I Never Sang for My Father by Robert Anderson or Arsenic and Old Lace by Joseph Kesselring, or A Piano Lesson by August Wilson, or The Buck Private by Luis Valdez.

- 10E1c.3:** Compare and contrast the presentation of a similar theme or topic to explain how genre shapes the theme or topic.

Example: Compare three different reactions to Lincoln's death: Walt Whitman's poem "O Captain! My Captain!" Frederick Douglass's eulogy and the report of Lincoln's death from the New York Times on April 12, 1865. Analyze the differences among the genres and how the form impacts the reader's perception of the event.

Component:

Analysis of Grade-Level-Appropriate Text

- 10E1c.4:** Evaluate interactions among characters in a literary text and explain how those interactions affect the plot.

Example: Compare the development of the characters as they are represented in To Kill a Mockingbird by Harper Lee, The Acts of King Arthur and His Noble Knights by John Steinbeck, Farewell to Manzanar by Geanne Wakatsuki Houston or Things Fall Apart by Chinua Achebe.

- 10E1c.5:** Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy.

Example: Read works such as "I'm Nobody! Who Are You?" by Emily Dickinson or In Search of Our Mothers' Gardens by Alice Walker, and analyze the characters, citing specific examples from the text to develop this description.

- 10E1c.6:** Compare works that express a universal theme and provide evidence to support the views expressed in each work.

Example: Analyze and compare selections that deal with the theme of independence developed in The House on Mango Street by Sandra Cisneros and The Childhood Story of Christy Brown (the film My Left Foot is based on this book) by Christy Brown.

- 10E1c.7:** Evaluate an author's development of time and sequence, including the use of literary devices such as foreshadowing or flashback.

Example: Discuss how the games boys play in school foreshadow the coming of the war in A Separate Peace by John Knowles.

- 10E1c.8:** Evaluate the significance of various literary devices (figurative language, imagery, allegory, and symbolism) and explain their appeal

Example: Evaluate the imagery in poetry such as "I Wandered Lonely as a Cloud" by William Wordsworth and "Shall I Compare Thee to a Summer's Day?" by William Shakespeare.

- 10E1c.9:** Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and inconsistencies in a text.

Example: Read selections from short stories by Franz Kafka and evaluate the manner in which ambiguity and allegory function.

- 10E1c.10** Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

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Example: Read Darkness at Noon by Arthur Koestler and discuss the impact of the narration as the story unfolds.

10E1c.11 Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage designs in dramatic literature.

Example: Evaluate the functions of different dramatic devices in Shakespeare's The Tragedy of Julius Caesar.

10E1c.12 Explain how voice, persona, and the choice of narrator affect the tone, plot, and credibility of text.

Component:

Literary Criticism

10E1c.13 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme.

Example: Read Jurassic Park by Michael Crichton or The Perfect Storm by Sebastian Junger and evaluate the way the author's style and descriptions help create a mood of tragedy and suspense.

10E1c.14 Analyze the way in which a work of literature is related to the themes and issues of its historical period.

Example: Read a book such as Hornblower During the Crisis by C.S. Forester and tell how the author uses the story to convey larger themes about a period of transition in British history.

Strand:

10E2: Writing

Standard:

10E2a: Processes and Features

Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and reasoned argument. Students progress through the stages of the writing process to include prewriting, writing, editing and revising.

Component:

Organization and Focus

10E2a.1: Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.

10E2a.2: Establish a coherent thesis that conveys a clear perspective on the subject and maintains a consistent tone and focus throughout the piece of writing.

10E2a.3: Use precise language, action verbs, sensory details, and appropriate modifiers, and the active (“*I will always remember my first trip to the city*”) rather than the passive voice (“*My first trip to the city will always be remembered*”).

10E2a.4: Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

Component:

Research Process and Technology

10E2a.5: Use clear research questions and suitable research methods including the investigation of texts, electronic resources, and personal interviews to compile and present information from primary and secondary print or Internet sources.

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- 10E2a.6:** Develop the main ideas within the body of the composition through supporting evidence in scenarios, commonly held beliefs, hypotheses, and definitions.
- 10E2a.7:** Synthesize information from multiple sources; identify complexities and inconsistencies in the information and the different perspectives found in each medium to include almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources.
- 10E2a.8:** Integrate quotations and citations into written text while maintaining the flow of ideas.
- 10E2a.9:** Use appropriate conventions for documentation in text, notes, bibliographies, following the formats in specific style manuals.
- 10E2a.10** Use a computer to design and publish documents by using advanced publishing software and graphic programs.

Component:

Evaluation and Revision

- 10E2a.11** Review, evaluate, revise, edit, and proofread writing using an editing checklist.
- 10E2a.12** Apply criteria developed by self and others to evaluate the mechanics and content of writing.
- 10E2a.13** Provide constructive criticism to other writers with suggestions for improving organization, tone, style, clarity, and focus; and edit and revise in response to peer reviews of own work.

Standard:

10E2b Applications (Different Types of Writing and Their Characteristics)

Students combine the rhetorical strategies of narration, exposition, persuasion, and description in texts (research reports of 1,100–1,500 words or more). Students compose business letters. Student writing demonstrates a command of Standard English and research, organizational, and drafting strategies. Writing demonstrates an awareness of the audience and purpose for writing.

Component:

Different Types of Writing and Their Characteristics

- 10E2b.1:** Write for different purposes and audience, adjusting tone, style, and voice as appropriate.
Example: Write a sentence for use in a formal letter of complaint (such as “The thermostat is dangerously defective as it fails to maintain a safe temperature, and I am seeking a replacement or full refund”).
- 10E2b.2:** Write biographical or autobiographical narratives or short stories that:
- Describe a sequence of events and communicate the significance of the events to the audience.
 - Locate scenes and incidents in specific places.
 - Describe with exact details the sights, sounds, and smells of a scene and the specific actions, movements, gestures and feelings of the characters. In the case of short stories or autobiographical narratives, use interior monologue to show the character’s feelings.
 - Pace the presentation of actions to accommodate changes in time and mood.

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Example: After reading an example of an autobiography, use the structure of the autobiography to compose your own autobiography.

- 10E2b.3:** Write responses to literature that:
- Demonstrate a comprehensive grasp of the significant ideas of literary works and support statements with evidence from the text.
 - Demonstrate an awareness of the author's style and an appreciation of the effects created.
 - Identify and assess the impact of ambiguities, nuances, and complexities within the text.
 - Extend writing by changing mood, plot, characterization, or voice.
Example: After reading a short story, write responses that address each of the above sub-components.
- 10E2b.4:** Write expository compositions, including analytical essays, summaries, descriptive pieces, or literary analyses that:
- Gather evidence in support of a thesis, including information on all relevant perspectives.
 - Communicate information and ideas from primary and secondary sources accurately and coherently.
 - Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - Use a variety of reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of topic.
 - Include visual aids by using technology to organize, record, and display information on charts, data tables, maps, and graphs.
 - Use technical terms and notations correctly.
 - Anticipate and address readers' potential misunderstandings, biases, and expectations and use technical terms and notations accurately.
Example: On self-selected appropriate topics, keep an academic log that lists essential student-generated questions on the topic, information in response to each question from a variety of sources including word, pictorial, audio, and Internet resources complete with accurate citations. When each question has been researched, summarize in your own words how you would synthesize the information in order to arrive at an overall thesis on the topic. Write an essay on the thesis.
- 10E2b.5:** Write persuasive compositions that:
- Organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last.
 - Use specific rhetorical devices to support assertions to include appealing to logic through reasoning, appealing to emotion or ethical belief, or relating a personal anecdote, case study, or analogy.
 - Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
 - Address readers' concerns, counterclaims, biases, and expectations.
Example: Write a letter to a television network to persuade the network to keep a program on the air despite low ratings.

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- 10E2b.6:** Write business letters that:
- Provide clear and purposeful information and address the intended audience appropriately.
 - Show appropriate use of vocabulary, tone, and style that takes into account the intended audience's knowledge about and interest in the topic and the nature of the audience's relationship to the writer.
 - Emphasize main ideas or images.
 - Follow a conventional style with page formats, fonts, and spacing that contribute to the document's readability and impact.
- Example: Write a letter of support or complaint in response to service that you received at a store or restaurant. Address the letter to the manager, including a clear account of the incident and requesting that he or she take appropriate action in response.*

- 10E2b.7:** Write technical documents such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting that:
- Report information and express ideas logically and correctly.
 - Offer detailed and accurate specifications include scenarios, definitions, and examples to aid comprehension.
 - Anticipate readers' problems, mistakes, and misunderstandings.
- Example: Take notes while watching or listening to a physical therapist give instructions on the proper way to lift, carry, or move large objects. Incorporate these notes into a safety manual to be used in the classroom or in a job setting.*

- 10E2b.8:** Students use varied and expanded vocabulary, appropriate for specific forms and topics.
- Example: Write a sentence for use in a formal letter of complaint: "The thermostat is dangerously defective as it fails to maintain a safe temperature, and I am seeking a replacement or full refund."*

Component:

Research Application

- 10E2b.9:** Write and deliver research reports developed using a systematic research process that:
- Defines the topic, gathers information, determines credibility, and reports findings.
 - Use information from a variety of sources (*such as books, technology, or multimedia*); distinguish between primary and secondary documents; and document sources independently by using a consistent format for citations.
 - Synthesize information gathered from a variety of sources, including technology and one's own research; and evaluate information for its relevance to research questions.
 - Demonstrate that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesized information.
 - Demonstrate that sources have been evaluated for accuracy, bias, and credibility.
 - Organize information by classifying, categorizing, and sequencing.
 - Demonstrate the distinction between one's own ideas from the ideas of others and include a bibliography (*Works Cited*).
- Example: Write a report on the Globe Theater, gathering information from books, such as Shakespeare's Theatre by Jacqueline Morley, videos such as "Shakespeare's Globe Theatre Restored" and websites by using*

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a key word search for “Shakespeare” and “Globe Theatre.” Explain why the theatre was significant in the development of Shakespeare’s works.

- Standard:** **10E2c English Language Conventions**
Students write using Standard English conventions appropriate to the 10th grade level and produce legible work that can read by others.
- Component:**
- 10E2c.1:** **Grammar and the Mechanics of Writing**
Identify and correctly use clauses (*both main and subordinate*), phrases (*gerund, infinitive, and participial*), and the mechanics of punctuation (*semicolons, colons, ellipses, and hyphens*).
- 10E2c.2:** Demonstrate an understanding of sentence construction (*to include parallel structure, subordination, and the proper placement of modifiers*) and proper English usage, including the use of consistent verb tenses.
- 10E2c.3:** **Manuscript Conventions**
Produce legible work that shows accurate spelling, correct use of the conventions of punctuation and capitalization.
- 10E2c.4:** Apply appropriate manuscript conventions (*to include title page presentation, pagination, spacing, and margins*) and integration of source and support material by citing sources within the text, using direct quotations and paraphrasing.
- Strand:** **10E3: Listening and Speaking**
- Standard:** **10E3a: Skills, Strategies, and Applications**
Students formulate thoughtful judgments about oral communication. Students deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.
- Component:**
- 10E3a.1:** **Comprehension**
Summarize a speaker’s purpose and point of view and ask questions concerning the speaker’s content, delivery, and attitude toward the subject.
- Component:**
- 10E3a.2:** **Organization and Delivery of Oral Communication**
Choose appropriate techniques for developing the introduction and conclusion in a speech including the use of literary quotations, anecdotes, and references to authoritative sources.
- 10E3a.3:** Recognize and use elements of classical speech forms (*to include an introduction, transitions, body, and conclusion*) in formulating rational arguments and applying the art of persuasion and debate.

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- 10E3a.4:** Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- 10E3a.5:** Produce concise notes for extemporaneous speeches.
- 10E3a.6:** Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (*such as voice, gestures, and eye contact*) for presentations.

Component:

Analysis and Evaluation of Oral and Media Communication

- 10E3a.7:** Make judgments about the ideas under discussion and support those judgments with convincing evidence.
- 10E3a.8:** Compare and contrast the ways in which media genres (*such as televised news, online databases, news magazines, documentaries, and online information*) cover the same event.
- 10E3a.9:** Analyze historically significant speeches (*such as Martin Luther King's "I Have a Dream" speech*) to find the rhetorical devices and features that make them memorable.
- 10E3a.10:** Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.
- 10E3a.11:** Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.
- 10E3a.12:** Analyze the types of arguments used by the speaker such as an argument by causation, analogy, authority, emotion, and logic.
- 10E3a.13:** Identify the artistic effects of a media presentation and evaluate the techniques used to create them.

Component:

Speaking Applications

- 10E3a.14:** Deliver narrative presentations that:
- Narrate a sequence of events and communicate their significance to the audience.
 - Locate scenes and incidents in specific places.
 - Describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.
 - Time the presentation of actions to accommodate time or mood changes.
- 10E3a.15:** Deliver expository presentations that:
- Provide evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - Convey information and ideas from primary and secondary sources accurately and coherently.
 - Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
 - Anticipate and address the listeners' potential misunderstandings, biases, and expectations and use technical terms and notations accurately.

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- 10E3a.16:** Apply appropriate interviewing techniques that:
- Prepare and ask relevant questions.
 - Use language that conveys maturity, sensitivity, and respect.
 - Make notes of responses and respond correctly and effectively to questions.
 - Demonstrate knowledge of the subject or organization.
 - Compile and report responses.
 - Evaluate the effectiveness of the interview.
- 10E3a.17:** Deliver oral responses to literature that:
- Advance a judgment demonstrating a comprehensive understanding of the significant ideas of works or passages.
 - Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
 - Demonstrate awareness of the author's writing style and an appreciation of the effects created.
 - Identify and assess the impact of ambiguities, nuances, and complexities within the text.
- 10E3a.18:** Deliver persuasive arguments (*including evaluation and analysis of problems and solutions and causes and effects*) that:
- Structure ideas and arguments in a coherent, logical fashion from the hypothesis to a reasonable conclusion, based on evidence.
 - Contain speech devices that support assertions such as an appeal to logic through reasoning, an appeal to emotion or ethical belief, or use of personal anecdote, case study, or analogy.
 - Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
 - Anticipate and address the listener's concerns and counterarguments.
- 10E3a.19:** Deliver descriptive presentations that:
- Establish a clear point of view on the subject of the presentation.
 - Establish the presenter's relationship with the subject of the presentation whether the presentation is made as an uninvolved observer or by someone who is personally involved.
 - Contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details.