

**WEST JEFFERSON HILLS SCHOOL DISTRICT
CURRICULUM STRANDS – LANGUAGE ARTS
GRADE 10**

I. Learning to Read Independently

- A. Before reading, locate appropriate resources (computerized, traditional and media) for a specific purpose (e.g., assigned task or project, independent work).
- B. Interpret the organizational structures and graphic features of informational materials and relate this to text-based information.
- C. During reading use knowledge of structural analysis, context clues, and related references to understand and interpret the meaning of new words. Use these words accurately in speaking and writing.
- D. Locate and analyze the essential ideas in text by utilizing appropriate comprehension strategies (e.g., surveying, setting a purpose for reading, activating personal knowledge, making predictions, questioning, rereading). Evaluate the effectiveness of preferred strategies.
- E. Expand and enhance a reading vocabulary by identifying and correctly using new words (e.g., literal and figurative language, idioms, specialized vocabulary) acquired through the study of word relationships. Use a dictionary or related reference.
- F. Understand the meaning of and apply key vocabulary across the various subject areas.
- G. After reading, demonstrate the understanding and interpretation of both fiction and nonfiction text, including public documents.
 - Make and support with evidence, assertions about texts.
 - Compare and contrast texts using themes, settings, characters and ideas.
 - Make extensions to related ideas, topics or information.
 - Analyze the positions, arguments and evidence in public documents.
 - Identify strategies used by the author.
- H. Demonstrate fluency and comprehension in reading.
 - Read familiar materials aloud with accuracy.
 - Self-correct mistakes.
 - Use appropriate rhythm, flow, meter and pronunciation.
 - Read a variety of genres and types of text.
 - Demonstrate comprehension (Standard 1.1.10G)(Recommend 25 books/year).

II. Reading Critically in All Content Areas

A. Read and understand essential content of informational texts and documents in all academic areas.

- Differentiate fact from opinion, verifying complete and accurate information by utilizing a variety of texts. Recognize coherent arguments and points of view.
- Distinguish between essential and nonessential information across a variety of sources, identifying bias and propaganda where present.
- Make decisions and draw conclusions based on established criteria using multiple sources of information.
- Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy, thoroughness, logic and reasoning.

B. Use and understand a variety of media and evaluate the quality of material produced.

- Select appropriate media (e.g., traditional or electronic) for research and evaluate the quality of the information received.
- Compare and contrast the techniques used in traditional and electronic media.
- Use, design, and develop media to enhance an understanding of authors' genre, and literary or historical period.

C. Produce work in at least one literary genre that follows the conventions of the genre.

III. Reading, Analyzing, and Interpreting Literature

A. Read and understand works of literature.

B. Analyze the relationships and uses of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style.

C. Analyze the effectiveness of various literary devices.

- Sound techniques (e.g., rhyme, rhythm, meter, alliteration).
- Figurative language (e.g., personification, simile, metaphor, hyperbole, irony, symbolism).

Language Arts
Curriculum Strands – Grade 10
Page 3

- D. Read and react to a variety of poetic themes and devices and analyze the poet's use of various poetic devices.
- E. Identify how a writer uses words to create tone and mood and to advance the theme and purpose of a work.
- F. Read and respond to nonfiction and fiction, as well as poetry and drama.

IV. Types of Writing

- A. Write short stories, poems, and plays that include:
 - Varying organizational methods.
 - Relevant illustrations.
 - Dialogue.
 - A literary conflict.
 - Literary elements (Standard 1.3.10B).
 - Literary devices (Standard 1.3.10C).
- B. Write multi-page informational pieces such as descriptions, research papers, evaluations, and essays, that include:
 - A variety of methods to develop the main idea.
 - Purposeful language and specific details.
 - Cause and effect.
 - Relevant graphics such as graphs, illustrations, photographs, and tables.
 - Use of primary and secondary sources.
- C. Write persuasive pieces that:
 - Include a clearly stated position or opinion.
 - Include convincing, elaborated and properly cited evidence.
 - Develop reader interest.
 - Anticipate and counter reader concerns and arguments.
 - Utilize two methods to advance an argument or position.
- D. Maintain a written record of activities, course work, experience, honors, and interests.

E. Expand a multi-page personal narrative including:

- Clear chronological sequence.
- Specific and narrative details.
- Dialogue as appropriate.

V. Quality of Writing

A. Write with a sharp, distinct focus.

- Identify topic, task, and audience.
- Demonstrate the effective use of various points of view.

B. Write using well-developed content appropriate for the topic.

- Gather, determine validity and reliability of, evaluate and organize information.
- Employ the most effective format for purpose and audience.
- Write full-developed paragraphs that have details and information specific to the topic and relevant to the focus.

C. Write with controlled and/or subtle organization.

- Sustain a logical order throughout the piece.
- Develop an introduction that engages the audience while establishing topic and purpose.
- Summarize the topic and purpose in the conclusion.

D. Write by consciously incorporating stylistic aspects of composition.

- Use different types and lengths of sentences.
- Establish deliberate tone and voice through the use of precise language.

E. Revise writing to improve level of detail, style, tone, word choice and clarity of purpose, audience, and genre.

F. Edit writing using the conventions of language.

- Spell all words correctly.
- Use capital letters correctly.

Language Arts
Curriculum Strands – Grade 10
Page 5

- Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipsis).
- Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly.
- Use complete sentences.

G. Present an/or defend written work for publication when appropriate.

VI. Speaking and Listening

A. Listen to others.

- Ask clarifying questions.
- Analyze information, ideas, and opinions to determine relevancy.
- Take notes when needed.

B. Listen to selections of literature (fiction and/or nonfiction).

- Relate them to previous knowledge.
- Identify conflicts and predict resolutions.
- Summarize and analyze and interpret the selections.
- Identify and define new words and concepts.
- Analyze and interpret the selections.

C. Speak using skills appropriate to formal speech situations.

- Use a variety of sentence structures to add interest to a presentation.
- Adjust pace according to purpose and audience.
- Adjust volume, content and style to provide emphasis or to influence different audiences.

D. Contribute to discussions.

- Ask relevant, clarifying questions.
- Respond with relevant information, or opinions to questions asked.
- Listen to and acknowledge the contributions of others.
- Adjust tone and involvement to encourage equitable participation.
- Promote total group participation.
- Clarify, explain by example, or enhance responses when asked.
- Paraphrase and summarize when necessary.

E. Participate in small and large group discussions and presentations.

- Initiate everyday conversation.
- Select and present an oral reading on a specific topic.
- Conduct interviews.
- Participate in an informal interview.
- Plan and participate in informal debates on a particular issue.
- Critique group discussions.

F. Use media for learning purposes.

- Use media to gather information for assignments and projects.
- Evaluate the role of media in advertising.
- Create a multimedia presentation for display or transmission that demonstrates an understanding of a specific topic or issue.

VII. Characteristics and Functions of the English Language

A. Recognize the influence of historical events on the English language.

B. Recognize how differences in language can lead to stereotyping.

C. Recognize the role and influence of the English language within and across countries.

VIII. Research

A. Select and refine a topic for research.

B. Locate information using appropriate sources and strategies.

- Determine valid resources for researching the topic, including primary and secondary sources.
- Evaluate the importance and quality of the sources.
- Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, interviews, observations, and computer databases).
- Use table of contents, indices, key words, cross references, and appendices.
- Use traditional and electronic search tools.

C. Organize, summarize and present the main ideas from the research.

- Take notes relevant to the research topic.
- Develop a thesis statement based on the research.
- Anticipate readers' problems or misunderstandings.
- Give precise, formal credit for others' ideas, images or information using a standard method of documentation.

