



Language Arts Benchmarks Grade 10

Grade Ten– Benchmarks

Dear Parents,

This document was produced in an effort to give you a preview of the skills and concepts introduced at this grade level. Teachers seek an active partnership with parents. Please make opportunities to reinforce the skills developed in grade ten in your home. Each teacher combines individual creativity with a school philosophy of education to teach students. Different strategies will be used to approach the instruction of these skills and concepts. These benchmarks represent the skills and strategies tenth graders must know and be able to do independently by the end of the year. We invite you to meet with your child's teacher so that you will understand how you can reinforce what is taught in your child's classroom.

Reading & Responding:

In the area of reading, your tenth grade student will be able to:

- q Apply vocabulary strategies independently to read, comprehend and use vocabulary in various formats while studying the genre.
- q Discover the etymology of significant terms used in literature.
- q Recognize Greek, Latin, and Anglo-Saxon roots.
- q Discern the meaning and relationship between pairs of words, such as synonyms and antonyms.
- q Apply context clues to discern the meanings of unknown words within the context of texts: definition, example comparison, contrast, restatement (e.g., reframing or restating in other words), cause and effect (e.g., establishing casual patterns using signal words such as because, since, when, consequently)
- q Read prose, poems, soliloquies or dramatic dialogues aloud adjusting reading rate to text difficulty to maintain fluency.
- q Read with clarity, force, and pitch.
- q Read literature appropriate for their reading level to read for a variety of purposes. (e.g., literary experience, to gain information, to perform a task, for enjoyment)
- q Read independently in class for CAPT.
- q Identify the central idea, author's message, and purpose of a text.
- q Express thoughts, opinions, and/or questions that arise during reading.
- q Analyze the effectiveness of elements in text.
- q Analyze the relationship between prior knowledge and the text by making inferences, reconciling differences, extracting clues or evidence, predicting events, inferring motives, and generalizing beyond the text.

- q Indicate ways the meaning within a selection represents a view or comment on life.
- q Describe ways clarity is affected by the patterns of organization, repetition of key ideas, and word choice in text.
- q Indicate an author's philosophical assumptions and beliefs about a subject.
- q Identify significant patterns and perspectives within text.
- q Ask text-related critical and evaluative questions before, during, and after reading, writing, listening, and viewing texts to clarify meaning.
- q Independently evaluate and select the most effective strategies to monitor and adjust text read, listened to, and viewed.
- q Make predictions based on outcomes of text read, listened to and evaluate the validity of predictions.
- q Use literary and aesthetic features of text: author's style, textual features, irony, tone, and "sound" of language are used or rhetorical purposes with literature.
- q Acknowledge different viewpoints (personal values, perspectives and experiences) and defend multiple interpretations of text.
- q Apply strategies to evaluate explicit and implicit information within a written work to include in a response to or extend written response.



Producing Texts (e.g., Writing):

In the area of writing, your tenth grade student will be able to:

- q Write for an extended period of time to compose first drafts and final products.
- q Independently write to produce texts in a variety of genres yearly. (e.g., narrative essay, expository essay, persuasive essay, letter writing, response to literature)
- q Use the writing process.
- q Select and use the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, informational, and descriptive writing assignments.
- q Write with effective transitions to express ideas or arguments in a persuasive and sophisticated way and describe them with precise and relevant examples.
- q Construct coherence across paragraphs and sentences by using parallel structures and a variety of sentence lengths and structures.
- q Select according to form, purpose, and audience, concise language, action verbs, descriptive language, colorful modifiers,

and active, passive, and individual voice to enhance written presentations and convey specific tones.

- q Communicate a sequence of events containing scenes and incidents in specific place and their significance to the audience.
- q Use concrete sensory details and language that describe the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters.
- q Communicate a sequence of events containing scenes and incidents in specific place and their significance to the audience.
- q Use concrete sensory details and language that describe the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters.
- q Write persuasive letters to the appropriate audience and for a purpose determined by the context.
- q Use an appropriate form and voice consistent with the document's purpose.
- q Write expository texts that present evidence in support of a thesis or main idea.
- q Convey information and ideas from primary and secondary sources, accurately, cohesively, and coherently.
- q Use, when necessary, technical terms and notations.
- q Write a persuasive essay that develops and sustains a controlling idea or thesis.
- q Address the needs, beliefs, and interests of a specific audience.
- q Convince the reader through reasons, examples, facts, and evidence.
- q Deliver multimedia presentations after identifying the form, purpose, and audience, drawing information from many sources.
- q Choose the appropriate medium for each element of the presentation, and using the selected media skillfully, editing appropriately.
- q Write a response that reports some of the significant ideas in literature.
- q Describe the use of imagery, language, universal themes, and unique aspects of the text.
- q Express important ideas and viewpoints through references.
- q Explain some of the author's use of stylistic devices.
- q Express an appreciation of the effects created.
- q Explain the impact of perceived ambiguities and complexities within the text.
- q Analyze research questions and research strategies (e.g., field studies, oral histories, interviews or experiments)
- q Select systematic strategies to organize and record information. (e.g., anecdotal scripting, annotated bibliographies)
- q Analyze electronic information and research information for specific purposes.

- q Give credit for quoted, summarized, and paraphrased information in a works consulted page using Trimmer guide to MLA.
- q Recognize plagiarism, intentional and unintentional, and its consequences.
- q Evaluate the logic of ideas, diction, and transitions by reviewing writing based on a rubric or self-generated criteria.
- q Adapt writing for publication using an authorized format and design with electronic resources to enhance final product.
- q Reflect yearly on text in portfolio identifying strengths and writing goals.



Applying Standard English:

In the area of oral and written communication, your tenth grade student will be able to:

- q Practice and use coordinating conjunctions (e.g., for, and, nor, but, or, yet, so) that link works or groups or words.
- q Practice and use subordinating conjunctions (e.g., after, although, as, because) that link an independent clause to a dependent clause.
- q Practice and use correlative conjunctions (e.g., both...and, either...or, neither...nor, not only...but also, whether...or) that link similar words or word groups and are used in pairs.
- q Practice and use prepositions. (e.g., about, behind, above)
- q Practice and use different types of phrases (e.g., prepositional, adjectival, adverbial, appositive, verbal: participle, gerund, infinitive)
- q Practice and use an independent clause.
- q Practice and use a dependent clause. (i.e., adverb clause, adjective clause, noun clause)
- q Practice noun-pronoun and subject-verb agreement (including when there is a phrase/clause between the subject and verb) in writing.
- q Practice a variety of pronouns appropriately in sentences: pronouns reference/antecedent; pronoun case: pronoun as subject, object, possessive; indefinite pronouns.
- q Practice using adjectives and adverbs appropriately in sentences. (e.g., indefinite adjectives; another, each, neither, many, and conjunctive adverbs: accordingly, also, beside) to link ideas and paragraphs.
- q Practice revising fragments, run-on sentences, sentences with awkward construction, and sentences in need of combining or separating.

- q Practice using parallel structures (e.g., words, phrases, and clauses) in speech and writing.
- q Practice using the following appropriately:
 - Commas
 - Quotation marks
 - Apostrophe
 - Semicolon
 - Colon
- q Capitalize:
 - Titles of people
 - Proper nouns
 - Proper adjectives
 - First word in dialogue
 - The names of places
 - Organizations
 - Nationalities
 - Buildings
 - Historical events
 - Works of art
- q Practice using resources and strategies for spelling.
- q Use concise language, action verbs, descriptive language and colorful modifiers.
- q Use appropriate transition words to unify ideas.
- q Locate the etymology of significant terms used in literature. (e.g., political science and history)
- q Identify and use diction needed according to the audience, purpose, and tone of writing and/or speech. (e.g., idiomatic, elevated diction; formal language, Standard English, colloquial language, slang, vernacular, dialect)
- q Identify and analyze types of arguments used by speaker.
- q Identify and analyze the quality, relevance, organization, and types of evidence presented in oral communications.
- q Critique interviews and informal debates in a variety of contexts.
- q Demonstrate sensitivity and receptivity toward the speaker and the message.
- q Formulate appropriate questions about the content of an oral message.
- q Speak and respond clearly in class to a variety of audiences in a variety of formal and informal
- q Select and use verbal and non-verbal techniques to enhance communication.
- q Analyze and present a dramatic selection and/or reading.
- q Use props, visual aids, and technology to support presentations.
- q Support, modify, or refute a position using effective oral delivery strategies.

- q Speak in a variety of situations and choose the organizational pattern appropriate to the audience and purpose.
- q Use criteria to evaluate presentations and discussions.



Exploring & Responding to Literature:

In the area of literature, your tenth grade student will be able to:

- q Analyze the author's use of literacy conventions and devices while studying the genre.
- q Classify characteristics of sub-genres such as satire and allegory, that are used in poetry, prose, drama, novel, short story, essay, and other basic genres.
- q Identify the characteristics of forms of poetry (e.g., ballad, lyric, narrative) and organization within the poem. (e.g., refrain, quatrain)
- q Analyze how the selection of genre shapes the theme or topic (short story, novel, drama, essay, biography, autobiography, journalistic writing, and film)
- q Identify ways irony, tone and "sound" of language achieve specific purposes.
- q Identify ways in which poets use imagery, personification, and figures of speech.
- q Evaluate the relationships between a plot and its subplots, connecting themes, character traits, motives, tone, point of view, and setting in fictional selections of different genres and eras.
- q Make inferences and draw conclusion concerning the use and impact of plot structure: exposition, exciting force or incident, rising action, climax, falling action, resolution.
- q Analyze an author's use of literal and figurative language and/or devices and their appeal to a reader's senses and experiences (e.g., allegory, parable, flashback)
- q Analyze the language, structure, and purpose of significant dialogue in narrative and dramatic literature.
- q Analyze the use and impact of setting on character development.
- q Explain themes in relationship to real-life situations.
- q Identify and understand author's use of stereotype, satire, and characterization.
- q Recognize the influence and achievement of major authors.
- q Analyze and responds to the universal experience found in multicultural literature while studying the genre.

- q Compare and contrast values, traditions, etc. from text with reader's experiences and background.
- q Compare and contrast values and traditions between various texts.
- q Recognize and examine how dialect is reflective of time period and culture.
- q Reflect on diverse cultures as a means of gaining insights into one's own culture.
- q Recognize and explain impact of culture on historical/global context.
- q Recognize and explain the impact of environment and setting has in a multicultural text.
- q Examine the appeal of various literary works and determine literary value based upon individual preferences and established standards while studying the genre.
- q Analyze meaning of literary works using a variety of critical approaches.
- q Analyze the aesthetic qualities of works of poetry, drama, fiction, prose, or film work together to create meaning.
- q Analyze the techniques used by the author in the presentation of arguments, their ability to persuade an audience and the credibility of the argument.
- q Read classic literature and be aware of the ways it has shaped/reflected Western culture.
- q Examine reasons that the texts are classics and continue to extend their view of good literature with a variety of fiction and nonfiction texts.
- q Read, view, and listen to contemporary texts to create responses that identify the works principal elements while studying the genre.
- q Examine the various influences on authors and the impact of those influences on the text.
- q Read and respond to classic, modern, and contemporary literature to identify political and social ideas found therein.
- q Read, listen to and view literary texts to interpret the universal human experience while studying the genre.