

Poudre School District
LANGUAGE ARTS
ESSENTIAL STANDARDS FOR TENTH GRADE

If no specific skills are listed under a benchmark, then skills are taught to mastery at another level

STANDARD 1: READING

Students read and understand a variety of materials

- 1.1 BENCHMARK: COMPREHENSION SKILLS**
Use a variety of comprehension skills in reading (e.g., preview, predict, compare and contrast, self-monitor, summarize)
- Use paraphrasing and summarizing to evaluate a variety of **texts**
 - **Interpret** and evaluate literary, **expository** and technical **texts**
 - Understand first-person (primary source) historical documents
 - Understand facts and opinions in a variety of **texts**
 - Use inferences to evaluate and make connections within and between **texts**
- 1.2 BENCHMARK: PRIOR KNOWLEDGE**
Make connections between texts and prior knowledge and identify knowledge needed before reading about a topic
- Apply background knowledge of subject and **text** structure to understand and make predictions about content and **purpose** of **text**
- 1.3 BENCHMARK: READING PURPOSE**
Adjust reading strategies for different purposes
- Identify and understand the use of historical present tense
 - Identify the difference between fact and opinion in a variety of **fiction** and **non-fiction texts**
- 1.4 BENCHMARK: WORD RECOGNITION STRATEGIES**
Use a variety of word recognition skills and resource
- Use a variety of sources to locate meanings and pronunciations of unfamiliar words independently
- 1.5 BENCHMARK: VOCABULARY**
Use information from reading to increase vocabulary and enhance language usage
- Understand that words have multiple meanings determined by **context**, roots, prefixes, suffixes
 - Understand that vocabulary expresses cultural and historical aspects of the **text** (e.g., thong, bodkin, gay, red, suspect)

STANDARD 2: WRITING AND SPEAKING

Students write and speak for a variety of purposes and audiences

- 2.1 BENCHMARK: GENRE**
Students write and speak in a variety of genres
- Write and speak in a variety of **genres** (e.g., **expository**, **narrative**, **persuasive**, technical and **descriptive**)
 - Write and speak for a variety of **purposes** (e.g., to synthesize, analyze, evaluate, explain, persuade, inform and entertain)
 - Incorporate material from a variety of appropriate sources in writing and speaking

***Skills listed on this document should be mastered at the grade level where they appear.**

- 2.2 BENCHMARK: AUDIENCE AND PURPOSE**
Write and speak for a variety of audiences and purposes
- Write to synthesize and explain research (e.g., documented **essays**)
 - Understand that vocabulary is dynamic and that discerning writers and speakers understand the subtleties of these changes
 - Use the format, voice and style appropriate for audience and **purpose**
 - Develop main ideas and content fully focused on a prompt with relevant, thorough and effective support
- 2.3 BENCHMARK: WRITING PROCESS**
Use the steps of the writing process (e.g., plan, draft, revise, edit, share)
- Use strategies independently to plan, draft, revise and edit writing
 - Revise for consistency in verb tense and person
- 2.4 BENCHMARK: DEVICES AND WORD CHOICE**
Use a variety of devices (e.g., figure of speech, symbolism, dialect, vocabulary) to convey meaning
- Use vivid and precise language, eliminating clichés in written **texts**
 - Use imagery to enhance meaning in a variety of **genres**
 - Use a variety of devices independently and deliberately to convey meaning (e.g., **figure of speech**, symbolism, dialect, vocabulary)
- 2.5 BENCHMARK: ORGANIZATION**
Use a variety of strategies to organize written and oral presentations (e.g., lists, outlining, cause/effect, comparison/contrast)
- Use comparison/contrast, problem/solution, cause/effect **text** structures to organize writing and speaking
- 2.6 BENCHMARK: PRODUCT PRESENTATION**
Use appropriate strategies to publish writing
- Adjust presentation strategies according to audience and **purpose**

STANDARD 3: LANGUAGE STRUCTURE

Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling

- 3.1 BENCHMARK: GRAMMAR AND USAGE**
Use conventions of grammar and usage in writing and speaking
- Use active voice consistently
 - Identify and apply knowledge of appositives to writing
 - Demonstrate control of grammar and usage
- 3.2 BENCHMARK: SENTENCE STRUCTURE**
Use correct sentence structure in writing
- Identify and correctly use clauses, phrases, properly placed modifiers and parallel structure
 - Demonstrate control of **sentence** structure and paragraphs
- 3.3 BENCHMARK: PUNCTUATION**
Use conventions of punctuation in writing
- Use semicolons, colons, dashes and ellipses correctly
 - Demonstrate control of punctuation in all forms of writing

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3.4 BENCHMARK: CAPITALIZATION

Use conventions of capitalization in writing

- Use capitals correctly in the names of historical events and periods, special events, holidays and other calendar items and time zones
- Use capitals correctly in the names of organizations, teams, business firms, institutions, government bodies and buildings
- Demonstrate control of capitalization in writing

3.5 BENCHMARK: SPELLING

Use conventions of spelling in writing

- Apply knowledge of spelling rules and vocabulary to accurately evaluate spell check responses (e.g., sea/see, their/there, form/from)
- Demonstrate control of spelling in writing

STANDARD 4: THINKING AND VIEWING

Students apply thinking skills to their reading, writing, speaking, listening and viewing

4.1 BENCHMARK: THINKING AND ANALYTICAL SKILLS

Use thinking and analytical skills in writing, reading, speaking, listening and viewing

- Make predictions, draw conclusions and analyze **texts**

4.2 BENCHMARK: PROBLEM SOLVING

Use reading, writing, speaking, listening and viewing to define and solve problems

- Use reading and writing to define a problem, evaluate opinions and/or propose solutions

4.3 BENCHMARK: OPINIONS

Recognize, express and support opinions orally and in writing

- Recognize, express and defend personal opinions in speaking and writing in an articulate manner

4.4 BENCHMARK: AUTHOR'S POINT OF VIEW

Know the purpose, perspective and historical and cultural influences of a speaker, author or director

- Understand historical perspective in a variety of **texts**

4.5 BENCHMARK: EVALUATION

Use a variety of criteria to evaluate information (e.g., reliability, accuracy, relevancy)

- Evaluate the reliability, accuracy and relevance of a variety of **texts**
- Analyze the quality of a **text** based on the author's use of vocabulary, use of **characterization**, character development, **plot** development and description of setting

STANDARD 5: RESEARCH

Students read to locate, select and make use of relevant information from a variety of media, reference and technological sources

5.1 BENCHMARK: RESOURCES

Understand the structure, organization and use of resources to gather information for research

- Identify and analyze bias in a variety of **texts**
- Use a variety of sources to gather information for research independently (e.g., print sources, electronic sources, personal interviews)
- Evaluate information in resources for specific needs

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5.2 BENCHMARK: ORGANIZATION OF INFORMATION

Use a variety of strategies to organize information

- Summarize and organize information from references, technical sources and media for specific needs

5.3 BENCHMARK: DOCUMENTATION

Document information sources

- Continue to define and refrain from **plagiarism**
- Use MLA style to document authors and sources of information used in research projects
- Use parenthetical documentation to cite sources within research **products**

5.4 BENCHMARK: RESEARCH PRODUCTS

Communicate the results of research

- Produce a documented **essay** with cited sources and parenthetical documentation

STANDARD 6: LITERATURE AND CULTURE

Students read and recognize literature as a record of human experience

6.1 BENCHMARK: LITERARY TERMINOLOGY

Recognize and use literary terminology

- Accurately identify theme; poetic forms (e.g., ballad, sonnet and heroic couplet) and poetic devices (e.g., **assonance**, **consonance**, rhyme, meter) and explain how each literary technique adds meaning to **texts**
- Define and identify argumentative terms (e.g., band wagon, testimonial, circular thinking, *ad hoc*)
- Apply knowledge of literary terminology including allusion, aside, symbolism, imagery, soliloquy, **iambic pentameter**, tragedy, **irony** (dramatic, situational, verbal) and paradox and explain how each literary technique adds meaning to **texts**

6.2 BENCHMARK: READING GENRES

Read a variety of literary and informational texts

- Read, discuss and analyze a variety of **fiction** and **non-fiction texts** from the menu offered on the **PSD Novels List** including the required **texts** *The Merchant of Venice* or *Julius Caesar* or *The Tempest*

6.3 BENCHMARK: CULTURE

Read to learn about culture

- Understand world cultures and traditions expressed in a variety of **texts** and **genres**, including both classical and contemporary **texts**

6.4 BENCHMARK: LITERARY ANALYSIS

Use a variety of strategies to understand and analyze texts

- Use literary skills to synthesize and evaluate similarities in themes within various **texts**
- Recognize and ridicule logical fallacy

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