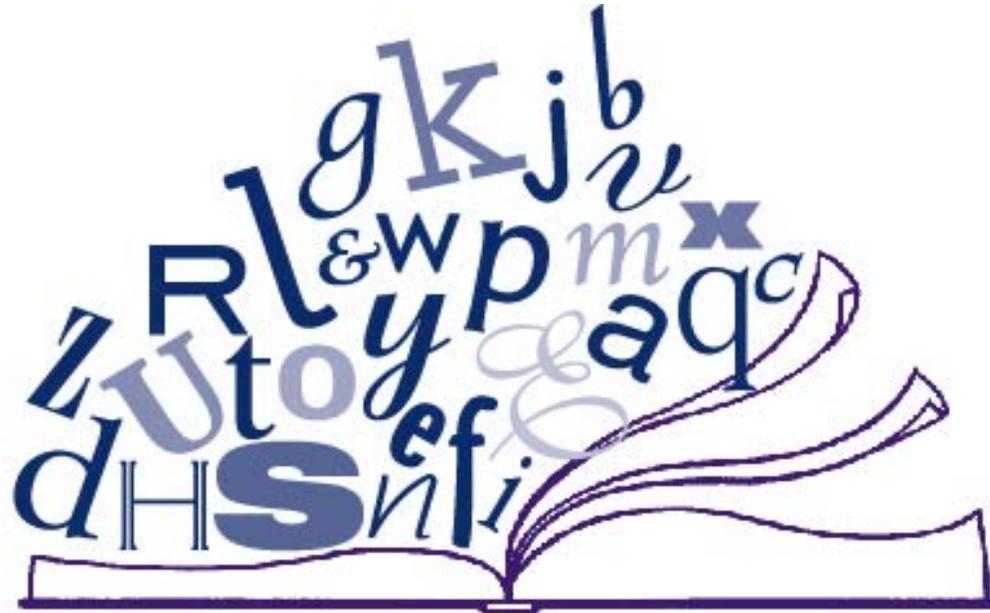


ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Grade Ten



Commonwealth of Virginia
Board of Education
Richmond, Virginia
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At the tenth-grade level, students will become skilled communicators in small-group learning activities. They will assume and evaluate individual roles in presenting oral reports. They will also examine and critique the overall effectiveness of the group process. They will use grammatically correct language that is appropriate to the topic, audience, and purpose.

- 10.1 The student will participate in and report on small-group learning activities.**
- a) Assume responsibility for specific group tasks.**
 - b) Participate in the preparation of an outline or summary of the group activity.**
 - c) Include all group members in oral presentation.**
 - d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Individual students will actively contribute to group activities and participate in small-group oral presentations. 	<p>All students should</p> <ul style="list-style-type: none"> • assume responsibility for specific tasks • make an effort to include all group members in the discussions and presentations. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • participate in the preparation of an outline or summary of the group activity, including the preparation of their individual roles in the group presentation • assume responsibility for and participate in small-group learning activities by contributing ideas and respectfully listening to and considering the views of the other group members • use grammatically correct language.

- 10.2 The student will critique oral reports of small-group learning activities.**
- a) Evaluate one's own role in preparation and delivery of oral reports.**
 - b) Evaluate effectiveness of group process in preparation and delivery of oral reports.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will evaluate their strengths and weaknesses when participating in small-group oral presentations. • Students will examine their preparation, interaction, and performances as group members. In addition, students will evaluate the overall effectiveness of their group's preparation and presentation. 	<p>All students should</p> <ul style="list-style-type: none"> • periodically reflect on their own role during the process and at the conclusion of the activity. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • define a specific role as a group member • access and organize information as part of a group project • evaluate their own roles in the preparation and delivery of oral reports • evaluate the effectiveness of the group process in preparation and delivery of oral reports • critique and offer suggestions for improving their own group's presentations and their classmates' group presentations.

At the tenth-grade level, students will read, comprehend, critique, and analyze a variety of literary works. They will interpret a variety of informational materials, such as labels, manuals, warranties, directions, applications, technical descriptions, contracts, and forms to complete specific tasks. They will apply critical reading skills across the content areas, including history and social science, science, and mathematics.

- 10.3 The student will read, comprehend, and critique literary works.**
- a) Identify text organization and structure.**
 - b) Identify main and supporting ideas.**
 - c) Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.**
 - d) Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.**
 - e) Identify universal themes prevalent in the literature of different cultures.**
 - f) Examine a literary selection from several critical perspectives.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will know the ways that literature is defined by a variety of literary works, themes, and universal themes. They will read a wide range of literary genres from different cultures and time periods in order to gain an appreciation of various cultural histories and recognize similarities in images and themes that connect all peoples. 	<p>All students should</p> <ul style="list-style-type: none"> • construct meaning from text by making connections between what they already know and the new information they read • understand how literary works are constructed by identifying text organization and structure. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify the text-organization pattern and text structure of literary works • make predictions, draw inferences, and connect prior knowledge to support reading comprehension • read and understand a variety of literary works from different cultures, including <ul style="list-style-type: none"> ◦ short stories ◦ poems ◦ plays ◦ novels ◦ essays • explain similarities and differences among literary genres from different cultures, such as <ul style="list-style-type: none"> ◦ haikus ◦ sonnets ◦ fables ◦ myths <p>CONTINUED</p>

- 10.3 The student will read, comprehend, and critique literary works.**
- a) Identify text organization and structure.**
 - b) Identify main and supporting ideas.**
 - c) Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.**
 - d) Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.**
 - e) Identify universal themes prevalent in the literature of different cultures.**
 - f) Examine a literary selection from several critical perspectives.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify recurring cultural themes, such as <ul style="list-style-type: none"> ◦ struggle with nature ◦ survival of the fittest ◦ coming of age ◦ power of love ◦ loss of innocence ◦ struggle with self ◦ disillusionment with life ◦ the effects of scientific progress ◦ power of nature ◦ alienation and isolation ◦ honoring the historical past ◦ good overcoming evil ◦ tolerance of the atypical <p>CONTINUED</p>

- 10.3 The student will read, comprehend, and critique literary works.**
- a) Identify text organization and structure.**
 - b) Identify main and supporting ideas.**
 - c) Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.**
 - d) Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.**
 - e) Identify universal themes prevalent in the literature of different cultures.**
 - f) Examine a literary selection from several critical perspectives.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • describe common cultural archetypes that pervade literature, such as the <ul style="list-style-type: none"> ◦ hero/heroine ◦ trickster ◦ faithful companion ◦ outsider/outcast ◦ rugged individualist ◦ shrew ◦ innocent ◦ villain ◦ caretaker ◦ Earth mother ◦ rebel ◦ misfit • examine a literary selection from several different critical perspectives.

10.4 The student will read and interpret informational materials.

- a) Analyze and apply the information contained in warranties, contracts, job descriptions, technical descriptions, and other informational sources, including labels, warnings, manuals, directions, applications, and forms, to complete specific tasks.**
- b) Skim manuals or informational sources to locate information.**
- c) Compare and contrast product information contained in advertisements with that found in instruction manuals and warranties.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will understand that reading informational texts is fundamental to being a literate person in today's society. • Students need to be skilled readers of informational texts and technical manuals and have the ability to apply different reading strategies when engaging with a variety of such materials. 	<p>All students should</p> <ul style="list-style-type: none"> • recognize that background knowledge may be necessary to understand handbooks and manuals • read carefully the information in labels, warnings, directions, applications, and forms • know that informational and technical writing is often non-linear, fragmented, and graphic-supported • understand reading strategies and in particular, how they are used to locate specific information in print materials. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • understand the different formats and purposes of informational and technical texts • locate specific information in manuals or other informational sources by using strategies such as skimming, summarizing, and highlighting • identify how format and style in consumer materials are different from those in narrative and expository text • compare and contrast product information contained in advertisements with that found in instruction manuals and warranties • demonstrate an understanding of information read by successfully completing simulated or actual tasks.

- 10.5 The student will read and analyze a variety of poetry.**
- a) Compare and contrast the use of rhyme, rhythm, and sound to convey a message.**
 - b) Compare and contrast the ways in which poets use techniques to evoke emotion in the reader.**
 - c) Interpret and paraphrase the meaning of selected poems.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will read and analyze poetry, focusing on rhyme, rhythm, and sound. • Students will compare and contrast poetic elements that poets use to evoke an emotional response. • Students will interpret and paraphrase the meanings of poems to demonstrate understanding of the poems. 	<p>All students should</p> <ul style="list-style-type: none"> • understand rhyme, rhythm, and sound elements • understand techniques poets use to evoke emotion in the reader • demonstrate understanding of selected poems. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • compare and contrast rhyme, rhythm, and sound elements in order to aid in understanding a poem’s message, including <ul style="list-style-type: none"> ◦ rhyme <ul style="list-style-type: none"> - approximate (slant) - end - internal ◦ alliteration ◦ assonance ◦ consonance ◦ onomatopoeia ◦ blank verse ◦ iambic pentameter ◦ free verse ◦ repetition ◦ refrain ◦ stanza forms <ul style="list-style-type: none"> - couplet - quatrain - sestet - octet (octave) <p>CONTINUED</p>

- 10.5** The student will read and analyze a variety of poetry.
- a) Compare and contrast the use of rhyme, rhythm, and sound to convey a message.
 - b) Compare and contrast the ways in which poets use techniques to evoke emotion in the reader.
 - c) Interpret and paraphrase the meaning of selected poems.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • compare and contrast the ways in which poets use techniques to evoke emotion in the reader, including such techniques as <ul style="list-style-type: none"> ◦ rhyme ◦ rhythm ◦ meter ◦ figurative language <ul style="list-style-type: none"> - metaphor - simile ◦ diction ◦ tone • interpret and paraphrase the meanings of selected poems.

10.6 The student will read and critique dramatic selections.

- a) Explain the use of asides, soliloquies, and monologues in the development of a single character.
 b) Compare and contrast character development in a play to characterization in other literary forms.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will explain ways that characterization in drama differs from that in other literary forms. • Students will identify and explain specific dramatic techniques used by playwrights. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that characterization involves literary techniques used to create a character • know that asides, monologues, and soliloquies focus on single characters, giving insight into their thinking and providing the audience with a deeper understanding of the play • understand dramatic conventions. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • analyze the use of dialogue, special effects, music, and set to interpret characters • compare and contrast character development in a play as compared to that in other literary forms, such as a short story or novel • identify and describe dramatic conventions, such as <ul style="list-style-type: none"> ◦ aside ◦ monologue, including soliloquy ◦ irony <ul style="list-style-type: none"> - dramatic - verbal - situational.

At the tenth-grade level, students will develop their expository writing skills by analyzing and critiquing peer and professional writing. They will learn effective techniques of organization and development by analyzing, revising, and evaluating various written forms and ideas. They will demonstrate understanding by applying a writing process in developing written products. They will edit writing for correct use of language, sentence formation, punctuation, capitalization, and spelling as part of the writing process.

10.7 The student will develop a variety of writing, with an emphasis on exposition.

- a) Generate, gather, plan, and organize ideas for writing.**
- b) Elaborate ideas clearly through word choice and vivid description.**
- c) Write clear, varied sentences.**
- d) Organize ideas into a logical sequence.**
- e) Revise writing for clarity of content and presentation.**
- f) Proofread and prepare final product for intended audience and purpose.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will know how to move through the stages of a writing process, from planning to drafting, revising, editing, and proofreading, in order to produce expository writing. • Students will understand that expository writing is prose that explains ideas through the use of a clear general statement of the writer's point (thesis) and through the development of ideas, using specific evidence and illustrations for support. • Students will collect, organize, and evaluate materials to write a documented paper. 	<p>All students should</p> <ul style="list-style-type: none"> • understand a writing process • understand expository texts and develop products that reflect that understanding • understand effective organizational patterns. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • write expository texts that <ul style="list-style-type: none"> ◦ explain a process ◦ compare and contrast ideas ◦ show cause and effect ◦ enumerate details ◦ define ideas and concepts • develop written products that demonstrate their understanding of composing, written expression, and usage/mechanics • plan and organize their ideas for writing • elaborate ideas clearly through word choice and vivid description • vary sentence structures for effect • use visual and sensory language <p>CONTINUED</p>

10.7 The student will develop a variety of writing, with an emphasis on exposition.

- a) Generate, gather, plan, and organize ideas for writing.**
- b) Elaborate ideas clearly through word choice and vivid description.**
- c) Write clear, varied sentences.**
- d) Organize ideas into a logical sequence.**
- e) Revise writing for clarity of content and presentation.**
- f) Proofread and prepare final product for intended audience and purpose.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • develop ideas deductively and inductively and organize ideas into a logical sequence, applying effective organizational patterns/techniques, such as <ul style="list-style-type: none"> ◦ comparison/contrast ◦ chronological order ◦ spatial layout ◦ cause-and-effect ◦ definition ◦ order of importance ◦ explanation ◦ enumeration ◦ problem/solution • use peer and self-evaluation to review and revise writing • revise writing for clarity of content and presentation • proofread and prepare final product for intended audience and purpose.

- 10.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.**
- a) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.**
 - b) Apply rules governing use of the colon.**
 - c) Distinguish between active and passive voice.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will continue to build knowledge of grammar through the application of rules for parts of a sentence and text. • Students will use a style manual, such as MLA or APA, to punctuate and format sentences and text. 	<p>All students should</p> <ul style="list-style-type: none"> • use a style manual to apply rules for punctuation and formatting of direct quotations • use colons according to rules governing their use • understand that active voice means that the subject of a verb <i>performs</i> the action and passive voice means that the subject of a verb <i>receives</i> the action. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use direct quotations in their writing, applying MLA or APA style for punctuation and formatting • know and apply the rules for the use of a colon: <ul style="list-style-type: none"> ◦ before a list of items ◦ before a long, formal statement or quotation ◦ after the salutation of a business letter • distinguish between active voice and passive voice.

- 10.9 The student will critique professional and peer writing.**
- a) Analyze the writing of others.**
 - b) Describe how the author accomplishes the intended purpose of a writing.**
 - c) Suggest how writing might be improved.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will describe how writers accomplish their intended purpose. • Students will analyze writings critically, using knowledge of composition, written expression, sentence formation, and usage/mechanics. They will also suggest ways that writings can be improved. 	<p>All students should</p> <ul style="list-style-type: none"> • recognize and understand in what they read the specific writing domains of composing, written expression, and usage/mechanics • understand how writers use organization and details to communicate their purposes. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify and apply features of the writing domains, including <ul style="list-style-type: none"> ◦ effective organization ◦ clear structure ◦ sentence variety ◦ unity and coherence ◦ tone and voice ◦ effective word choice ◦ clear purpose ◦ appropriate mechanics and usage ◦ accurate and valuable information • state a thesis and support it with examples • state a main idea and use details to explain it • use inductive organization to keep a reader in suspense • evaluate analytical writing by examining and understanding how individual parts of the text relate to the whole, including the writing's purpose and structure • suggest how writing might be improved.

10.10 The student will use writing to interpret, analyze, and evaluate ideas.

a) Explain concepts contained in literature and other disciplines.

b) Translate concepts into simpler or more easily understood terms.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Through reader response and critical analysis, students will understand their reactions to writings and respond through formal critiques, paraphrasing ideas they have read into more concise form. In addition, they will make connections between literature and other disciplines. 	<p>All students should</p> <ul style="list-style-type: none"> respond to literature they read understand the connections between literature and other disciplines. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> respond to what they read by writing summaries, interpretations, and comparisons of literary, informational, and technical texts use paraphrasing to summarize and synthesize ideas in both literature and content-area texts.

At the tenth-grade level, students will develop skills in accessing, evaluating, organizing, and presenting information in the research process. They will also credit sources for quoted and paraphrased information. Students will present writing in a format appropriate for audience and purpose.

- 10.11 The student will collect, evaluate, organize, and present information.**
- a) Organize information from a variety of sources.**
 - b) Develop the central idea or focus.**
 - c) Verify the accuracy and usefulness of information.**
 - d) Credit sources for both quoted and paraphrased ideas.**
 - e) Present information in an appropriate format, such as an oral presentation, written report, or visual product.**
 - f) Use technology to access information, organize ideas, and develop writing.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will utilize a variety of sources to access ideas, evaluate the information for accuracy and relevance, and organize the facts into an oral presentation, a written report, or a visual product. • Students will provide documentation to support their research product. 	<p>All students should</p> <ul style="list-style-type: none"> • understand the steps involved in organizing information gathered from research • verify the accuracy and usefulness of information • understand the use of in-text citations and works-cited pages in crediting sources of information. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use technology, along with other resources, to gather information from various sources • evaluate the accuracy and relevance of information • organize information coherently • use organizational patterns/techniques, such as <ul style="list-style-type: none"> ◦ comparison/contrast ◦ chronological order ◦ spatial layout ◦ cause-and-effect ◦ definition ◦ order of importance ◦ explanation ◦ enumeration ◦ problem/solution • cite primary and secondary sources of information, using the MLA or APA method of documentation for in-text citations and works-cited pages • present information in an appropriate format.