



2024 ENGLISH STANDARDS OF LEARNING

Grade 10 Instructional Guide

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GUIDANCE OVERVIEW

The [2024 English Standards of Learning](#) ensure that educators across the Commonwealth approach literacy instruction with an emphasis on providing students with opportunities to read complex, grade-level texts. These texts are used as a basis for deep, text-based classroom discussions and as a starting point for writing activities. By developing students' literacy skills and structuring classrooms to offer chances to read, discuss, and write about content, teachers can support student comprehension and increase experiences that allow students to strengthen literacy skills and understand content deeply.

Virginia educators will notice that literacy standards are no longer highlighted in the instructional guides in isolation or in silos of each other, literacy standards are not meant to be taught in isolation. When Grade 10 students engage with complex literary texts (RL), they also practice communicating (C), writing (W and LU), and building vocabulary (RV), all within a literacy genre. The same integration of skills is true as Grade 10 students read complex, grade level informational text (RI). While reading informational text, students will respond through discussion and access the communication standards (C) as well as in writing (W) and draw several pieces of evidence to support reading information text (RI).

This guidance document provides considerations and approaches that integrate multiple English standards to provide students with a deeper understanding. Each section starts with educators previewing students' current levels and future objectives using the "Side-by-Sides" and "Progression Charts." Educators will then review the "Understanding the Standards" section to gain a deeper understanding of grade-level concepts and instructional practices. Guided by the "Developing Skilled Readers and Building Reading Stamina" standards, educators can utilize the suggested considerations and instructional approaches to ensure that all students engage with grade-level content at the appropriate level of rigor. Finally, the guide provides suggested or sample thematic and/or cross-content area connections to extend student learning and deepen their understanding.

Text Sets

Text sets are a collection of conceptually related texts of various genres and types (e.g., articles, literary texts, poems, technical texts) organized around topics of study to build knowledge and vocabulary. They expose students to different perspectives and formats for deeper understanding. Text sets enhance the teaching of the 2024 English Standards of Learning and can naturally be paired with content area subjects. Text sets will vary by school and division based on resources and relevant school board policies. Text sets provide the opportunity for students to make authentic connections between texts and apply their background knowledge.

Example:

Sample Text Set	Disciplinary Connections
<p>Theme: <i>Resilience in the Face of Adversity</i> Informational: “Elie Wiesel” —The United States Holocaust Memorial Museum, CommonLit Literary: <i>Night</i> —Elie Wiesel Literary nonfiction (Speech): “The Perils of Indifference”—Elie Wiesel Literary: <i>Maus</i> —Art Spiegelman Literary (Poem): “Hope Is the Thing with Feathers” —Emily Dickinson</p>	<ul style="list-style-type: none"> • The historical and cultural context surrounding a text may impact the word choice and key vocabulary. Give students opportunities to discuss unfamiliar vocabulary, use word-reference materials to learn the definition, and/or research the historical and cultural context surrounding the terms or phrases. <ul style="list-style-type: none"> ○ The sample text set “Resilience in the Face of Adversity” connects to social studies (WWII, Holocaust) and social sciences (psychology, sociology).

The included text sets are intended to serve as a suggested sample for compiling text variety within a suggested topic. When determining text sets and materials to utilize in the classroom, it is key that all educators adhere to and follow the guidance of their local school board and division.

INSTRUCTIONAL GUIDE QUICK LINKS:

- [Developing Skilled Readers](#)
- [Reading and Vocabulary](#)
- [Reading Literary Text](#)
- [Reading Informational Text](#)
- [Writing & Language Usage](#)

- [Communication & Multimodal Literacies](#)
- [Research](#)

DEVELOPING SKILLED READERS AND BUILDING READING STAMINA

10.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

- A. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (**Reading Fluency, K-12**).
- B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 9-10 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (**Text Complexity, 2-12**).
- C. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (**Textual Evidence, K-12**).
- D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (**Deep Reading on Topics to Build Knowledge and Vocabulary, K-12**).
- E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (**Reading Strategies, 3-12**).

***Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.**

Critical for successful planning and implementation of grade level expectations for Developing Skilled Readers and Building Reading Stamina in the 2024 English Standards of Learning.

- [LINK- Grade 10 Understanding the Standards- Developing Skilled Readers and Building Reading Stamina](#)

READING & VOCABULARY | GRADE 10 – INSTRUCTIONAL GUIDE

Prior to teaching the Grade 10 Reading Literary standards, review:

- [Progression Chart - Reading and Vocabulary](#)
- [Grades 9-12 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Reading and Vocabulary in the 2024 English Standards of Learning.

- [LINK- Grade 10 Understanding the Standards-Reading and Vocabulary](#)

Teacher’s Note:

- Use the Grade 10 Understanding the Standards.
- In Grade 10, vocabulary instruction should be integrated into reading, writing, and discussion of relevant topics and concepts.
- Words should be culled from student reading rather than from prescribed lists and should not be taught in isolation.
- Although the vocabulary standards remain similar from grade 9-12, word study should increase in complexity as text complexity increases.
- Vocabulary should also be differentiated according to text and student readiness. There is no specific list of word roots/affixes or idioms for Grade 10 as vocabulary instruction should be tied to text selections.
- Continue to provide instruction on classical allusions and how they can affect and deepen the meaning of the text.

Reading and Vocabulary

10.RV The student will systematically build vocabulary and word knowledge based on grade ten content and text.

10.RV.1 Vocabulary Development and Word Analysis

- A. Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
- B. Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.
- C. Use structural analysis of roots, affixes, and etymology to clarify the meanings of unfamiliar and complex words.
- D. Discriminate between the connotative and denotative meanings and interpret the connotation(s).
- E. Identify and explain idiomatic language in context.
- F. Explain the meaning of literary and classical allusions and figurative language in context and analyze their roles in

texts.

- G. Use newly learned words and phrases in multiple contexts, including in students’ discussions and speaking and writing activities.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p>Within the selected literary or informational text <i>10.DSR.B – Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 9-10 band.</i></p>	<ul style="list-style-type: none"> • Vocabulary taught is dependent on the text. Plan for ways to build students’ vocabulary and add to students’ understanding of etymology. • Use the Quantitative and Qualitative Analysis chart for determining text complexity (Appendix of the 2024 <i>English Standards of Learning</i>- p.105). • Grade 10 has an emphasis on World Literature. 	<ul style="list-style-type: none"> • Choose a series of conceptually related texts within a thematic unit to increase students’ exposure to high level vocabulary to build background knowledge and strengthen their understanding of a concept. • When possible, select a series of texts that allow students multiple opportunities to encounter similar roots/affixes, connotative and denotative meanings of words, idiomatic, and figurative language.
<p>Connect to Previously Read/Related Text to Build Knowledge + Vocabulary Understanding</p>	<ul style="list-style-type: none"> • How does this vocabulary instruction connect to previously instructed or learned words? 	<ul style="list-style-type: none"> • Highlight vocabulary that appeared in previously read informational and literary texts (words that are transferable across previously taught units or other content areas). • Facilitate discussion around newly introduced or common literary and classical allusions if pertinent to understanding

<p><i>10.DSR.D – Regularly engage in reading (independently, with peers, or with modest support) a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning.</i></p>	<ul style="list-style-type: none"> • How will teachers help students gain background knowledge or context to better understand complex vocabulary and the text? 	<ul style="list-style-type: none"> • the text (10.RV.1F). • Provide opportunities to explore and build background knowledge around the historical, social, and cultural contexts—especially when they have a substantial impact on author’s vocabulary and word choice.
<p>Skills in Practice <i>10.DSR.C – When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evident is located.</i></p> <p><i>10.DSR.E—Use reading strategies as needed to aid and monitor comprehension when encountering challenging</i></p>	<ul style="list-style-type: none"> • How can teachers model application of the selected skills and standards? • How will students show knowledge of the selected skills and standards? 	<ul style="list-style-type: none"> • Model and facilitate discussions around newly learned vocabulary (whole class or small group) to increase word awareness. <ul style="list-style-type: none"> ○ While reading, stop periodically to model deconstructing words using knowledge of roots and affixes. ○ Give students opportunities to respond tactfully to texts with diverse perspectives highlighting and using key vocabulary (10.C.1Av). • Demonstrate how to use newly learned or high-utility vocabulary words through think-aloud during reading, meaningful discussions, and writing activities (10.C.1A). <ul style="list-style-type: none"> ○ Use newly learned words/phrases in multiple contexts including discussions, speaking, and writing (10.RV.1G). ○ Students may practice elaborating their ideas in writing using purposefully selected and precise word choice (newly learned or key vocabulary) (10.W.2.Avi).

<p><i>sections of text.</i></p>		<ul style="list-style-type: none"> • Utilize appropriate reading strategies (analyzing text structures, summarizing, questioning, annotating) to help students when encountering challenging sections of the text and complex vocabulary (<i>10.DSR.E</i>). <ul style="list-style-type: none"> ○ Model using these reading strategies to monitor and assess students’ comprehension of complex texts paying attention to key vocabulary necessary for comprehension. • Locate points in the text, stopping periodically, to model using context, sentence structure, and background knowledge to determine the meaning of new and unfamiliar words (<i>10.RV.1B</i>). <ul style="list-style-type: none"> ○ When literary and classical allusions occur, help students analyze their meaning and role in texts (<i>10.RV.1F</i>). ○ Explain idiomatic language based on the context in which it is used (<i>10.RV.1E</i>). • Close read informational texts to identify and analyze key terms and concepts in historical, scientific, and technical texts to show relationships among key concepts (<i>10.RI.2B</i>). <ul style="list-style-type: none"> ○ Discuss how these terms shape the communication of concepts in the text. ○ Model a think-aloud critiquing the author’s use of key literary devices and how they impact and contribute to the meaning and effectiveness of a text (e.g., imagery, personification, symbolism) (<i>10.RL.2C</i>). ○ Make note of how literary devices (e.g., hyperbole, analogy, and paradox) are also used in informational texts. Use think-aloud to model identifying and analyzing the use of these devices and effectiveness
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(10.RI.2C).

Connections

Sample Text Set	Disciplinary Connections
<p>Theme: <i>Resilience in the Face of Adversity</i> Informational: “Elie Wiesel” (1310)—The United States Holocaust Memorial Museum, <i>CommonLit</i> Literary: <i>Night</i> (590L)—Elie Wiesel Literary nonfiction (Speech): Literary: <i>Maus</i> —Art Spiegelman Literary (Poem): “Hope Is the Thing with Feathers” — Emily Dickinson</p> <p>Theme: <i>Identity and Belonging</i> Literary: <i>I am Not Your Perfect Mexican Daughter</i>—Erika Sanchez Literary: <i>Between the World and Me</i> (1090L)—Ta-Nehisi Coates Informational: “Rebel With a Cause: Rebellion in Adolescence” (1240L)—Carl Pickhardt</p> <p>Theme: <i>Technology and Isolation</i> Literary: <i>Fahrenheit 451</i> (890L)—Ray Bradbury (novel) Informational: “A Sense of Wonder: An Introduction to Science Fiction” (1280L)—Thomas Pool Informational: “Screen Addiction Among Teens: Is There Such a Thing?” (1140L)—Anya Kamenetz Literary (Poem): <i>The Hollow Men</i> —T.S. Eliot Literary (Poem): <i>Dover Beach</i>—Mathew Arnold (featured in novel)</p>	<ul style="list-style-type: none">• Reinforce vocabulary related to the thematic unit by intentionally identifying roots and affixes embedded in other disciplinary texts while reading and explicitly teaching unknown word parts.• Provide multiple opportunities to read, write, and discuss connections between texts read in English class with overlapping vocabulary, concepts, and themes found in other disciplines (Social Studies, Science, World Language, Social Sciences, Arts, etc.).<ul style="list-style-type: none">○ The sample text set “Resilience in the Face of Adversity” connects social studies (WWII, Holocaust) and social sciences (psychology, sociology).• The historical and cultural context surrounding a text may impact the word choice and key vocabulary. Give students opportunities to discuss unfamiliar vocabulary, use word-reference materials to learn the definition, and/or research the historical and cultural context surrounding the terms or phrases.<ul style="list-style-type: none">○ Time periods, culture, and geographical regions may also impact the author’s sentence structure and connotative meanings of words with similar denotative meanings. Students may need background on the time period or geographical influence on vocabulary.

READING LITERARY TEXT | GRADE 10 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 10 Reading Literary Text standards, review:

- [Progression Chart- Reading Literary Text](#)
- [Grades 9-12 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Reading Literary Text in the 2024 English Standards of Learning.

- [LINK- Grade 10 Understanding the Standards-Reading Literary Text](#)

Teacher's Note:

- Use the Grade 10 Understanding the Standards.
 - Students in Grade 10 will grow their understanding of texts by analyzing, evaluating, and critiquing literary texts with a focus on world literature.
 - Provide opportunities for students to read, write, and discuss texts using the gradual release approach. This allows students to have guided practice of what was modeled by the teacher, moving toward an independent activity in which the students are able to demonstrate their learning.
 - Have students consistently refer to the text for evidence to support their thinking.
 - Continue to deepen student understanding of poetic elements and techniques and literary devices.
 - Use literary and informational texts paired on a common theme or topic.
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Reading Literary Text

10.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British, and American literature), narratives, poetry, and drama, with an emphasis on world literature.

10.RL.1 Key Ideas and Plot Details

- A. Analyze the development of universal themes (e.g., survival of the fittest, coming of age, power of love) prevalent in world literature (e.g., short stories, poems, plays, novels, and literary nonfiction) of different cultures and eras.
- B. Analyze how authors structure texts to advance the plot, explaining how each event gives rise to the next or foreshadows a future event.
- C. Describe the different character roles in literary texts (e.g., foil, tragic, hero) and their impact on the theme.

- D. Identify and explain how dramatic conventions (e.g., soliloquy, aside, narration, direct address to the audience) contribute to the theme and effect of plays from various cultures.

10.RL.2 Craft and Style

- A. Explain the overall structure of a poem, including how each successive part builds on earlier sections and how rhyme, rhythm, sound, and imagery convey a message and elicit a reader’s emotions.
- B. Analyze how authors use literary devices and figurative language, including allusion, allegory, and paradox to impact the meaning of the text.
- C. Analyze how authors use specific word choices, syntax, tone, and voice to convey the author’s intent and viewpoint.
- D. Analyze point of view and distinguish between what is directly stated in a text from what is implied or intended because of the use of satire, irony, sarcasm, and understatement.

10.RL.3 Integration of Concepts

- A. Explain and analyze the influence of the historical and cultural context of a text on its form, style, characters, and point of view.
- B. Compare and contrast character development, dramatic plot structure, and conventions in a play to character development, narrative structure, and conventions in other literary forms.
- C. Analyze the similarities and differences represented in the literature of different cultures and eras.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p>Select Complex Texts <i>10.DSR.B – Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 9-10 band.</i></p>	<ul style="list-style-type: none"> • Use the Quantitative and Qualitative Analysis chart for determining text complexity (Appendix of the 2024 English Standards of Learning- p.105). • Grade 10 has an 	<ul style="list-style-type: none"> • Select texts that exhibit complexity at the higher range of the grade 9-10 Lexile band of 1050 –1335 on the Qualitative Analysis Chart (<i>Appendix of the 2024 English Standards of Learning</i>-p.105). • Throughout the course, select text sets that explore a wide range of themes from varied cultures and eras to explore major themes in world literature (<i>10.RL. 1A</i>). • Exemplar text choices and pairings should include a variety

	<p>emphasis on World Literature.</p>	<p>of text types (e.g., literary, informational, poetry, and drama) <i>(10.DSR.D)</i>.</p> <ul style="list-style-type: none"> • When applicable, align topics, concepts, or themes to other course content such as History and Social Sciences, Science, Math, or the Arts (See Content Connections for examples for interdisciplinary opportunities).
<p>Demands of the Text* <i>10.DSR.E – Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text.</i></p>	<ul style="list-style-type: none"> • What are the knowledge demands (literary knowledge, background knowledge, vocabulary knowledge) of the text? • Examine the text to locate authentic opportunities to highlight, apply, or integrate additional standards to enhance students’ understanding of the text. 	<ul style="list-style-type: none"> • Guide students in determining appropriate reading strategies to support their comprehension of various texts and purposes for reading. • Explicitly pre-teach key vocabulary that may not be easily determined using context clues or sentence structure. • Locate points in the text to discriminate the connotative and denotative meanings and interpret the connotations of vocabulary to better understand the complex text <i>(11.RV.1D)</i>. • Grade 10 students may need explicit instruction on new literary terms such as various character roles (e.g., foil, tragic, hero) <i>(10.RL.1C)</i>. • *Provide scaffolded assistance as needed.

<p>Connect to Previously Read/Related Text to Build Knowledge + Vocabulary Understanding <i>10.DSR.D – Regularly engage in reading (independently, with peers, or with modest support) a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning.</i></p>	<ul style="list-style-type: none"> • How will new learning connect to previously learned skills and/or concepts? • How will students build background knowledge or context to understand the text? 	<ul style="list-style-type: none"> • Preview each text to determine critical background knowledge students need to access the text. • Pre-assess existing student background knowledge and provide information that helps fill gaps in that knowledge • Facilitate students’ discussions before, during, and after to build anticipation or explore themes of the texts. <ul style="list-style-type: none"> ○ Use strategies to assess background knowledge prior to reading a text as a way for students to explore their existing knowledge as well as to question the text. • Before reading, guide students in exploring the historical, cultural, or geographical context (<i>10.RL.3A</i>). <ul style="list-style-type: none"> ○ Analyze the context from the text’s setting, if applicable, and analyze the impact of that context on the text. • Review characters in previously read texts to describe the different character roles (e.g., foil, tragic, hero) and how they impacted the theme (<i>10.RL.1C</i>).
<p>Skills in Practice <i>10.DSR.C – When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant</i></p>	<ul style="list-style-type: none"> • Set a purpose for reading and focus students’ attention on universal themes common in world literature (<i>10.RL.1A</i>). • How can teachers model application of the selected skills and standards? • How will students show knowledge of the 	<ul style="list-style-type: none"> • Model and provide ample opportunity for students to practice close-reading and annotating texts or excerpts to analyze specific elements of craft and style (<i>10.RL.2A, 10.RL.2B, 10.RL.2C, 10.RL.2D</i>). • Analyze and/or facilitate discussions around why literature from different time periods and cultures differ and why, as well as noting elements they have in common (<i>10.RL.3C</i>). <ul style="list-style-type: none"> ○ Analyze the development of universal themes in world literature across different, yet connected, literary texts (<i>10.RL.1A</i>). ○ Compare how authors of different genres, from

<p><i>evident is located.</i></p> <p><i>10.DSR.E – Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text.</i></p>	<p>selected skills and standards?</p>	<p>different time periods, or from various cultures use key literary devices such as figurative language, allusion, allegory, or paradox to impact the meaning of the text (10.RL.2B).</p> <ul style="list-style-type: none"> • Provide opportunities for students to analyze the way the writer has structured the text and explain how that structure impacts meaning and the reader experience (10.RL.1B). • Explicitly teach about character roles such as hero, antihero, and foil and guide students in describing how characters they encounter embody the traits of those character types (10.RL.1C). • Review dramatic conventions and provide opportunities for students to determine how those conventions impact the meaning and effect of the play being read (10.RL.1D). <ul style="list-style-type: none"> ○ Guide students in comparing how the play compares to other literary forms such as novels (10.RL.3B). • Consistently require students to support their ideas by quoting or paraphrasing textual evidence (10.DSR.C).
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Connections	
Sample Text Sets	Disciplinary Connections
<p>Theme: <i>Tradition and Ritual in Society</i> Literary: <i>Chronicle of a Death Foretold</i> (1250L)—Gabriel García Márquez (novella) Literary: “The Lottery” (1090L)—Shirley Jackson (short story) Informational: “How the Need to Belong Influences Human Behavior and Motivation” (1240L)—Kendra Cherry</p> <p>Theme: <i>A Revolutionary Rise to Power</i></p>	<ul style="list-style-type: none"> • Provide students multiple opportunities to read, write, and discuss connections between texts read in English class with overlapping concepts, themes, and contexts in other disciplines. <ul style="list-style-type: none"> ○ The sample text set “Tradition and Ritual in Society” lends itself well to connections with social sciences such as psychology and sociology as well as history. In teaching such a text set, students may draw correlations to their

<p>Literary: <i>Napoleon</i>—Miroslav Holub Informational: “The Reign of Terror”—Jessica McBirney (1110L) Informational: “Napoleon Bonaparte”—Mike Kubic (1330L)</p> <p>Theme: <i>Humankind in Isolation</i> Literary: <i>Lord of the Flies</i> (1250L)—William Golding Informational: “Surgeon General: We Have Become a Lonely Nation. It’s Time to Fix That”(1120L)—Vivek H. Murthy Informational: “The Effects of Isolation on the Human Mind” (1300L)—Steven Pinker Literary (Poem): <i>Alone</i> (1150L) —Edgar Allan Poe</p>	<p>contemporary context but also to the context of cultures different than their own (e.g., the culture of honor inherent in the setting of <i>Chronicle of a Death Foretold</i> and its impact on the text’s plot and themes).</p> <ul style="list-style-type: none"> ○ The sample text set “Humankind in Isolation” invites connections to social sciences such as psychology and sociology but also to neuroscience (Pinker article). This text set provides opportunity to discuss the concept of a “social experiment,” which blends social studies and science. Students may draw correlations to their own experiences or experiences they have observed or learned about in other courses.
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READING INFORMATIONAL TEXT | GRADE 10 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 10 Reading Informational Text standards, review:

- [Progression Chart - Reading Informational Text](#)
- [Grades 9-12 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Reading Informational Text in the 2024 English Standards of Learning.

- [LINK- Grade 10 Understanding the Standards-Reading Informational Text](#)

Teacher’s Note:

- Use the Grade 10 Understanding the Standards.
- Teachers should teach a balance of literary (including poetry) and informational texts throughout the academic year.
- Informational texts should include informational, persuasive, and technical texts.
- Some informational texts that include maps, charts, graphs, timelines, tables, and diagrams should be taught.

- Provide opportunities for students to read, write, and discuss texts using the gradual release approach. This allows students to have guided practice of what was modeled by the teacher, moving toward and independent activity in which the students are able to demonstrate their learning.

Reading Informational Text

10.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.

10.RI.1 Key Ideas and Confirming Details

- Explain how authors organize an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.
- Compare characteristics of the information from informational, historical, scientific, and technical texts and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams.
- Evaluate the argument and specific claims in texts, examining whether the reasoning is valid, the evidence is relevant, and whether there are any false or unsupported statements.

10.RI.2 Craft and Style

- Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences, paragraphs, and sections of texts contribute to the whole.
- Analyze key terms (e.g., words and phrases, technical terminology) and ideas of historical, scientific, and technical texts to clarify the relationships and understandings among key concepts.
- Analyze the author’s purpose and impact of literary techniques such as hyperbole, analogy, and paradox as they appear in texts.

10.RI.3 Integration of Concepts

- Evaluate how different authors write about the same topic and shape their presentations or viewpoints of key information using facts, opinions, and reasoning.
- Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for	Instructional Approaches for Integrating Strands

	Planning	
<p>Select Complex Texts <i>10.DSR.B – Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 9-10 band.</i></p>	<ul style="list-style-type: none"> • Use the Quantitative and Qualitative Analysis chart for determining text complexity (Appendix of the 2024 <i>English Standards of Learning</i>-p.105). • Grade 10 has an emphasis on World Literature. 	<ul style="list-style-type: none"> • Ensure texts include a variety of genres/styles (e.g., scientific, historical texts, primary sources, literary nonfiction, literary texts, and/or research) (<i>10.DSR.D</i>). <ul style="list-style-type: none"> ○ Choose exemplars that expose students to a variety of textual elements (e.g., titles, headers, charts, etc.) and organizational patterns. • Pair informational and/or literary texts that represent diverse perspectives on the same or similar topics for comparing and contrasting texts. • When applicable, align topics, concepts, or themes to other course content such as History and Social Sciences, Science, Math, or the Arts. (See Disciplinary Connections for examples for interdisciplinary opportunities).
<p>Demands of the Text* <i>10.DSR.E – Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text.</i></p>	<ul style="list-style-type: none"> • What are the knowledge demands (literary knowledge, background knowledge, vocabulary knowledge) of the text? • Examine the text to locate authentic opportunities to highlight, apply, or integrate additional standards to enhance students’ understanding of the text. 	<ul style="list-style-type: none"> • Review key roots, affixes, and etymology to help students understand the meaning of unfamiliar or complex words that may appear in informational texts (<i>10.RV.1C</i>). • Pre-teach key vocabulary that cannot be easily determined using context or sentence structure. • Review key characteristics of informational, historical, scientific, and technical texts (<i>10.RI.B</i>). <ul style="list-style-type: none"> ○ Provide time to explore and build background knowledge around components of informational, historical, scientific or technical texts which may be unfamiliar to students. • *Provide scaffolded assistance as needed.

<p>Connect to Previously Read/Related Text to Build Knowledge + Vocabulary Understanding <i>10.DSR.D – Regularly engage in reading (independently, with peers, or with modest support) a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning.</i></p>	<ul style="list-style-type: none"> • How will new learning connect to previously learned skills and/or concepts? • How will students build background knowledge or context to understand the text? 	<ul style="list-style-type: none"> • Use previously taught words from reading past literary or informational texts to answer questions about the text when speaking or writing (<i>10.RV.1G</i>). • To prepare students for reading argumentative informational texts, evaluate the quality of an author’s claims, have students read or research about the author’s backgrounds or historical/social/cultural context that influenced the author (<i>10.RI.1C</i>). <ul style="list-style-type: none"> ○ Students may engage in discussions corroborating or challenging these claims based on the author’s qualifications in argumentative informational texts.
<p>Skills in Practice <i>10.DSR.C – When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evident is located.</i></p>	<ul style="list-style-type: none"> • Set a purpose for reading. • How can teachers model application of the selected skills and standards? • How will students show knowledge of the selected skills and standards? 	<ul style="list-style-type: none"> • For each informational text read, guide students in determining the order in which points are made and analyzing why the writer chose that organization in terms of its effects on meaning and tone (<i>10.RI.1A</i>). • Provide opportunities for students to trace the argument in informational texts, noting claims, counterclaims, rebuttal of counterclaims, and supporting evidence employed (<i>10.RI.1B</i>). • Provide ample opportunities for students to conduct close reading of informational texts or excerpts from informational texts to analyze the elements of craft and style employed by the writer, as outlined in (<i>10.RI.2A, 10.RI.2B, 10.RI.2C</i>). <ul style="list-style-type: none"> ○ Emphasize how authors of informational text also

<p>10.DSR.E – Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text.</p>		<p>use literary devices such as hyperbole, analogy, and paradox to influence the meaning of informational texts (10.RI.2C).</p> <ul style="list-style-type: none"> ○ Model annotating for these devices and analyzing what impact they have on the text. ● Ensure that students have opportunities to read informational texts centered on the same or a similar topic in order to determine how each writer approaches it, noting similarities and differences (10.RI.3A). ● Require students to compare and contrast the conclusions reached about the same topic or similar topics (10.RI.3B).
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Connections	
Sample Text Sets	Disciplinary Connections
<p>Theme: <i>The Impact of Hope on Human Experience</i> Literary: <i>Life of Pi</i> (1250L)—Yann Martel (novel) Informational: “The Psychology of Hope” (1250L)—Barbara Fredrickson Informational: “Hope Brings Happiness, Builds Grit and Gives Life Meaning” —Tharina Guse Literary (Poem): <i>Faith</i>—Linda Pastan; “Hope is the Thing with Feathers”—Emily Dickinson</p> <p>Theme: <i>The Impact of Cultural and Political Change</i> Literary: <i>Persepolis</i> (1250L)—Marjane Satrapi (graphic novel) Informational: “The Role of Women in the Iranian Revolution” (1350L)—Janet Afshar Informational: “The Iranian Revolution: A Timeline of Events” —Suzanne Maloney and Kean Razipour</p>	<ul style="list-style-type: none"> ● Provide students multiple opportunities to read, write, and discuss connections between texts read in English class with overlapping concepts, themes, and contexts in other disciplines. ● Many texts will offer opportunities for students to read and respond to the historical or cultural significance that will enhance their studies of history and social science. ● The sample text set “Impact of Hope on Human. Experience” invites interdisciplinary connection to social sciences such as psychology and sociology, but also to mathematics in terms of how Yann Martell uses the concept of <i>Pi</i> symbolically in the novel selection. The two informational texts in this text set invite comparison and contrasting how the writers approach the concept of “hope” and what conclusions each reaches.

<p>Literary (Poem): <i>The Second Coming</i> (1300L)—William Butler Yeats</p> <p>Theme: <i>Varied Voices of Social Change</i></p> <p>Literary: <i>The Secret Life of Bees</i> (840L)— Sue Monk Kidd (novel)</p> <p>Informational: “The Civil Rights Act of 1964” (1410L)— National Park Service</p> <p>Literary nonfiction (Speech): “We Shall Overcome” — Fannie Lou Hamer</p> <p>Literary nonfiction (Speech): “A Time for Choosing” — Barry Goldwater (1964 speech)</p>	<ul style="list-style-type: none"> • The sample text set “Impact of Cultural and Political Change” has inherent ties to disciplines such as history and political science but also sociology in terms of gender roles within a specific historical and geographical context. • Analyze the structure of informational text to garner information and evaluate the author’s intentions, viewpoint, relevance, and quality of an author’s claims. • Utilize understanding of text structure and an author’s craft and style in order to best understand the data and information presented in an informational text and critique the conclusions and explanations presented.
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WRITING & LANGUAGE USAGE | GRADE 10 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 10 Writing & Language Usage standards, review:

- [Progression Chart - Writing](#)
- [Progression Chart - Language Usage](#)
- [Grades 9-12 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Writing and Language Usage in the 2024 English *Standards of Learning*.

- [LINK- Grade 10 Understanding the Standards-Writing](#)
- [LINK- Grade 10 Understanding the Standards-Language Usage](#)

Teacher’s Note:

- Use the Grade 10 Understanding the Standards.
- Recognize the difference between assigning writing and teaching writing.
- Recognize that there is not a required number of paragraphs or prescribed structure.
- Model quality writing through published works and authentic texts.
- Embed practice with the grammatical expectations in Language Usage for grade ten.

- Point out how skilled authors use punctuation and grammar to enhance the meaning of their work; this should be discussed and modeled for students using authentic examples from various authors; grammar instruction and practice should be integrated during reading, writing, and discussion.
- Demonstrate how to embed narrative techniques in multiple forms of writing.
- Provide the opportunity for students to have practice writing on demand, for shorter time frames, and over extended periods of time.
- Provide opportunities for student choice with topic, audience, and purpose.

Writing

10.W The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.

10.W.1 Modes and Purposes for Writing

- A. Write extended pieces that:
- i. Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
 - ii. Adopt an organizational structure that clarifies relationships among ideas and concepts.
 - iii. Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience’s knowledge.
 - iv. Provide a concluding section that follows from the information or explanation presented.
- B. Write arguments that:
- i. Develop a thesis that demonstrates knowledgeable judgements.
 - ii. Support well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s).
 - iii. Address and refute counterclaims.
 - iv. Provide conclusions that follow from and support the argument presented.
- C. Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.
- D. Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

10.W.2 Organization and Composition

- A. Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
 - i. Composing a thesis statement that clearly communicates the writer’s position or assertion.
 - ii. Introducing and developing central idea(s) and organizing ideas in a logical sequence to exhibit unity.
 - iii. Defending a position using sufficient reasons with evidence from credible sources as support.
 - iv. Embedding narrative techniques (e.g., anecdotes, dialogue, and description) to develop and enhance writing.
 - v. Using transitions effectively to connect ideas within and across paragraphs.
 - vi. Elaborating ideas clearly through intentional word choice and varied sentence structure.

10.W.3 Usage and Mechanics

- A. Revise writing for clarity of content, accuracy, and adequate elaboration.
- B. Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
- C. Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

Language Usage

10.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

10.LU.1 Grammar

- A. Use, edit, and revise parallel structure across complex sentences and paragraphs in writing.
- B. Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing.
- C. Recognize and use active and passive voice to convey a desired effect in speaking and writing.
- D. Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
- E. Maintain consistent verb tense when speaking and writing.

10.LU.2 Mechanics

- A. Know and apply the rules for the use of a colon (e.g., joining independent clauses, introducing a list, introducing a quotation) when writing.
- B. Apply 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 in writing.

C. Spell correctly, consulting reference materials to check as needed.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p>Select an Exemplar of the Type of Writing <i>10.DSR.B – Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 9-10 band.</i></p>	<ul style="list-style-type: none"> • Use the Quantitative and Qualitative Analysis chart for determining text complexity (Appendix of the 2024 <i>English Standards of Learning</i>- p.105). • Grade 10 has a focus on argumentative writing. 	<ul style="list-style-type: none"> • Select a range of texts that exposes students to a variety of writing styles, sentence structures, dialogue, and grammar/language usage standards. • Strategically select exemplars of argumentative writing as models for effective argument structure (<i>10.W.1B</i>).
<p>Demands of the Text* <i>10.DSR.E – Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text.</i></p>	<ul style="list-style-type: none"> • What are the knowledge demands (literary knowledge, background knowledge, vocabulary knowledge) of the text? • Examine the text(s) to locate authentic opportunities to highlight, apply, or integrate additional standards to enhance students’ understanding of the text(s). 	<ul style="list-style-type: none"> • To prepare students to reach the rigor of the target text, consider pulling an excerpt or paired passage to build background knowledge and context. • Include opportunities to apply the newly learned words and phrases in discussions, extended writing pieces, analysis of the texts, and argumentative writing. • Alternate how students respond to the texts including summaries of the main points, personal reflections, and critiques of the texts. • *Provide scaffolded assistance as need.

<p>Connect to Previously Read/Related Text to Build Knowledge + Vocabulary Understanding <i>10.DSR.D – Regularly engage in reading (independently, with peers, or with modest support) a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning.</i></p>	<ul style="list-style-type: none"> • How will new learning connect to previously learned skills and/or concepts? • How will students build background knowledge or context to understand and be able to form thoughts about the topic and text? 	<ul style="list-style-type: none"> • Research the historical and cultural context surrounding the chosen texts to gain a better understanding of their influences on the author’s word choice and vocabulary. • If students are writing about a new audience or in response to an unfamiliar topic, allow students to research or discuss whole-group how this audience may differ from a familiar audience and how that may impact their writing style.
<p>Skills in Practice <i>10.DSR.C – When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evident is located.</i></p>	<ul style="list-style-type: none"> • How can teachers model application of the selected skills and standards? • How can teachers demonstrate ways authors make purposeful decisions when writing? • How will students show knowledge of the selected skills and standards? 	<ul style="list-style-type: none"> • Model how to plan and draft writing to explain the impact of the historical and geographical context on the style and point of view of texts that represent diverse voices and perspectives (<i>10.RL.3</i>). <ul style="list-style-type: none"> ○ Analyze how the topic/audience/purpose determines the speaker’s choice of <i>words and tone</i> (<i>10.C2i</i>). ○ Allow students to practice and reflect on their writing, modeling again if necessary. • Model close reading and analysis of the text(s); organize thoughts into graphic organizers to write an analysis of chosen texts. <ul style="list-style-type: none"> ○ Apply reading strategy to analyze the author’s tone viewpoint, and how that tone was carefully crafted with specific word choices and syntax (<i>10.RL.2C</i>).

<p><i>10.DSR.E – Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text.</i></p>		<ul style="list-style-type: none"> ○ Use opinions and textual evidence to develop a thesis that shows knowledgeable judgements (10.W.1.Bi). ○ Organize claims, counterclaims, and textual evidence in a logical sequence that shows how the evidence supports the student’s point of view (10.W.2). ○ Draw attention to ways a writer transitions smoothly from one idea to another and how a writer’s word choice impacts clarity (10.W.2.Av).
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Connections	
Sample Text Sets	Disciplinary Connections

Theme: *Following the Crowd*

Informational: “Herd Behavior”—CommonLit Staff (1310L)

Informational: “The Third Wave”—CommonLit Staff (1260L)

Literary: *Animal Farm*—George Orwell

Literary: *Les Miserables*—Victor Hugo

Informational (Technical): “The Milgram Experiment” (case study)—Saul McLeod

Theme: *The Art & Science of Rhetoric*

Literary: *Julius Caesar* (1250L)—William Shakespeare (play)

Informational: Inaugural Address of JFK (1350L)—John F. Kennedy (speech)

Informational: “Words and Behavior” (1070L)—Aldous Huxley

Informational (Technical): “13 Tips for Giving a Speech that Engages your Audience”—Indeed Editorial Team

Theme: *Human Connection*

Literary nonfiction: *I Will Always Write Back: How One Letter Changed Two Lives*—Caitlin Alifirenka, Martin Ganda, and Liz Welch

Literary (Poem): *No Man is An Island*—John Donne

Informational: “What Adolescents Miss When We Let them Grow Up in Cyberspace”—Brent Staples (1340L)

- As students read and analyze the texts in a conceptually related set, provide ample opportunities to write reflectively and analytically about those texts
- Encourage students to explore in writing the historical, geographical, and cultural contexts of texts (e.g. write about how a text does or does not exemplify its context in terms of character, plot, and/or setting)
- Students should be encouraged to deconstruct and critique the claims made in informational texts with an eye for the writer’s purpose, approach, and effectiveness
- Provide opportunities for students to develop arguments in writing about the relative effectiveness of texts relevant to audience and purpose.
- As students read a text set, repeatedly emphasize the reader/writer connection by asking students to examine the reasoning behind writers’ decisions relative to purpose, audience, structure, and style.
- For the sample text set “Tradition and Ritual in Society,” students might analyze the informational text as a mentor text, then write their own argument agreeing or disagreeing with the author’s points about human behavior based on their own observations and experiences. Guide students in drawing connections to social sciences.
- For the sample text set, “The Art and Science of Rhetoric,” students might analyze the rhetorical techniques employed in the speeches of *Julius Caesar* as well as the more contemporary speeches (informational texts), then write their own persuasive speech employing similar devices. Guide students in connecting these speeches and their own to those of historical and contemporary political science or marketing/advertising.

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| | <ul style="list-style-type: none">• For the sample text set, “Humankind in Isolation,” students might read the informational text as a mentor text then write a piece demonstrating how isolation affected a character selected from the novel, using a similar structure and style to the Pinker (e.g., “The Effects of Isolation on Simon”). |
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COMMUNICATION & LANGUAGE USAGE | GRADE 10 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 10 Communication & Language Usage standards, review:

- [Progression Chart - Communications & Multimodal Literacies](#)
- [Progression Chart - Language Usage](#)
- [Grades 9-12 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Communication & Multimodal Literacy and Language Usage in the 2024 English Standards of Learning.

- [LINK- Grade 10 Understanding the Standards-Communication & Multimodal Literacy](#)
- [LINK- Grade 10 Understanding the Standards-Language Usage](#)

Teacher's Note:

- Use the Grade 10 Understanding the Standards.
 - In Grade 10, students continue to build communication skills, working both independently and in collaborative groups.
 - Emphasize the importance of effective interpersonal communication and collaboration skills that are essential for success in future postsecondary education and workplace environments.
 - Provide opportunities for students to create interactive, multimodal presentations. [*Multimodal* is the strategic use of two or more interdependent modes of communication where both/all modes are essential to convey the intended message (e.g., graphics, written language, moving images, music, audio, presentation technologies, movement).]
 - Provide opportunities for small-group analysis and self-analysis of the effectiveness of communication.
 - The communication strand should be integrated with the reading, writing/language usage, and research strands throughout the year.
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Communication and Multimodal Literacies

10.C The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.

10.C.1 Communication, Listening, and Collaboration

- A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:
- i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.
 - ii. Setting guidelines for group presentations and discussions.
 - iii. Incorporating all group members in the development of new understandings, making decisions, and solving problems.
 - iv. Setting clear goals and deadlines and defining individual roles as needed.
 - v. Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.
 - vi. Summarizing points of agreement and disagreement.
 - vii. Assessing, evaluating critically, and using information accurately for a common purpose or goal.
 - viii. Using reflection to evaluate one's own role in the process in pairs or small-group activities.

10.C.2 Speaking and Presentation of Ideas

- A. Report orally on a topic or text or present an opinion. This includes:

- i. Choosing vocabulary, language, and tone appropriate to the topic, audience, and purpose.
 - ii. Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).
 - iii. Evaluating the effectiveness of presentations, including the introduction, central ideas, organization, and conclusion.
- B. Memorize and accurately recite a speech with intonation, meaningful expression, and emotion that conveys the intended mood (e.g., inspiration, motivation, conviction).

10.C.3 Integrating Multimodal Literacies

- A. Make strategic use of multimodal tools, including using information from two or more interdependent modes of communication where both or multiple modes are essential to convey the intended message (e.g., graphics, moving images, music).
- B. Monitor, analyze, and use multiple streams of simultaneous information.
- C. Create media messages for diverse audiences and purposes.

10.C.4 Examining Media Messages

- A. Analyze the viewpoint of print and digital publications (e.g., advertisements, editorials, blogs, and websites).
- B. Analyze, compare, and contrast visual and verbal media messages for content (e.g., word choice and choice of information), intent (e.g., persuasive techniques, including but not limited to ad hominem, red herring, and strawman), impact (e.g., public opinion trends), and effectiveness (e.g., effect on the audience).
- C. Examine and analyze how media messages are constructed based on varying opinions, values, and viewpoints.
- D. Evaluate the motives (e.g., social, commercial, and political) behind media messages used to determine author's purpose, factual content, opinion, and/or possible bias.
- E. Describe possible cause-and-effect relationships between mass media coverage and public opinion trends.

Language Usage

10.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

10.LU.1 Grammar

- A. Use, edit, and revise parallel structure across complex sentences and paragraphs in writing.

- B. Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing.
- C. Recognize and use active and passive voice to convey a desired effect in speaking and writing.
- D. Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
- E. Maintain consistent verb tense when speaking and writing.

10.LU.2 Mechanics

- A. Know and apply the rules for the use of a colon (e.g., joining independent clauses, introducing a list, introducing a quotation) when writing.
- B. Apply 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 in writing.
- C. Spell correctly, consulting reference materials to check as needed.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p>Select Engaging Discussion Protocols to Respond to Texts <i>10.DSR.E – Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 9-10 band.</i></p>	<ul style="list-style-type: none"> • Use the Quantitative and Qualitative Analysis chart for determining text complexity (Appendix of the 2024 <i>English Standards of Learning</i>- p.105). 	<ul style="list-style-type: none"> • Choose grade-level appropriate discussion protocols for students to engage in throughout the year when responding to texts. • Consider different protocols to match various thematic units and styles/formats of texts.
<p>Demands of the Strand* <i>10.DSR.E – Use reading strategies as needed to aid</i></p>	<ul style="list-style-type: none"> • How will the teacher help students develop effective communication 	<ul style="list-style-type: none"> • Practice various discussion protocols throughout the unit to prepare for longer discussions. • Provide timely feedback to students during whole-class or

<p><i>and monitor comprehension when encountering challenging sections of text.</i></p>	<p>skills to share ideas and articulate personal viewpoints with appropriate tone and delivery?</p> <ul style="list-style-type: none"> • How will the teacher support students responding to texts in both informal and formal discussions or presentations? 	<p>small-group discussions before for students struggling with class discussions.</p> <ul style="list-style-type: none"> • Give students specific communication strategies to choose from for the target audience. • *Provide scaffolded assistance as need.
<p>Connect to Previously Read/Related Text to Build Knowledge + Vocabulary Understanding <i>10.DSR.D – Regularly engage in reading (independently, with peers, or with modest support) a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning.</i></p>	<ul style="list-style-type: none"> • How will new learning connect to previously learned skills and/or concepts? • How will students build background knowledge or context to understand the text? 	<ul style="list-style-type: none"> • Connect new learning to media messages published in print, video, or audio that students are exposed to in school or their personal lives. • Use media messages associated with previously read literary or informational text or research students have done. • Have students identify the target audience of a previously read text to determine the best methods of communicating with that audience.
<p>Skills in Practice <i>10.DSR.C – When</i></p>	<ul style="list-style-type: none"> • How can teachers model application of the 	<ul style="list-style-type: none"> • Provide ongoing opportunities for students to practice using academic, content-specific, and newly learned

<p><i>responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evident is located.</i></p> <p><i>10.DSR.E – Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text.</i></p>	<p>selected skills and standards?</p> <ul style="list-style-type: none"> • How will students show knowledge of the selected skills and standards? 	<p>vocabulary words while reading, writing, and discussing concepts from texts (<i>10.RV.1A; 10.RV.1G</i>).</p> <ul style="list-style-type: none"> ○ Facilitate discussions in response to reading for students to explain what is meant by an author’s language use (diction, figurative language, allusions, etc.) and how it impacts the meaning and tone of a text (<i>10.RV.1G</i>). • Plan and facilitate a wide range of collaborative discussions that require students to communicate with a variety of partners or groups (e.g. pair-and-share, turn-and-talk, stations, spiderweb discussion, Socratic seminar, informal debate, fishbowl discussion, etc.) (<i>10.C.1A</i>). <ul style="list-style-type: none"> ○ Model and guide students in setting guidelines, roles, and norms for group discussions (<i>10.C.1Aii, 10.C.1Aiii, 10.C.1Aiv</i>). ○ Model and guide students in responding to various viewpoints with tact, respect, and intention (<i>10.C.1Av</i>). ○ Provide opportunities for groups and pairs to summarize the ways they worked together and where they agreed or disagreed (<i>10.C.1Avi</i>). ○ Provide opportunities, guidance and modeling for students to evaluate their own contributions to discussions (<i>10.C.1Aviii</i>). • Provide opportunities for students to report orally on a topic or text, or to present their opinions. This may be formal or informal (<i>10.C.2A</i>). <ul style="list-style-type: none"> ○ Students should pay attention to use of language during presentations, practice active listening and communication strategies, and evaluate the
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		<p>effectiveness of their own presentations as well as others' (10.C.2A.i-iii).</p> <ul style="list-style-type: none"> • Require students to memorize and recite a speech. This may be one they have written or someone else's (10.C.2B). • Ensure that students understand what <i>multimodal</i> means (see teacher notes) and provide opportunities for students to create and present multimodal projects (10.C.3). • As students read texts associated with the RL and RI strands, provide opportunities for them to also examine and analyze related media messages (e.g. films, documentaries, artworks, photos, videos, advertisements, etc.) (10.C.4).
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Connections	
Sample Text Sets	Disciplinary Connections
<p>Theme: Crimes Against Humanity Literary nonfiction: <i>How Dare the Sun Rise: Memoirs of a War Child</i>—Sandra Uwiringiyimana, Abigail Pesta Informational (Interview): “The Man Who Coined ‘Genocide’ Spent His Life Trying to Stop It”—NPR Staff (1140L) Informational: “Dark History of Rwanda’s Genocide”—NPR.org (990L)</p> <p>Theme: Art Imitates Life Literary: <i>Frankenstein</i>—Mary Shelley Informational: “Romanticism”—<i>Britannica</i></p>	<ul style="list-style-type: none"> • History and Social Science for students in Grade 10 is focused on World History and Geography:1500 A.D. to the Present. When applicable, guide students with historical thinking (e.g., drawing upon chronological thinking, historical analysis, historical research) if it helps students build conceptual understanding around the thematic unit. • The sample text set, “Art Imitates Life,” provides opportunities to discuss Western civilization and societal changes from the late 18th to mid-19th century, analyze the global impact of changes in European nations between 1800 and 1900, and how scientific

<p>Informational: “Proposed Treatment of Fix Genetic Diseases Raises Ethical Issues” (1110L)—Rob Stein, NPR’s Morning Edition</p> <p>Literary (Poem): <i>The Rime of the Ancient Mariner</i>—Samuel Taylor Coleridge</p> <p>Theme: <i>The Heart of Humanity</i></p> <p>Literary: <i>Les Miserables</i>—Victor Hugo</p> <p>Informational: “Baseball is a Field of Dreams—And Dashed Hopes—For Dominicans”—David Lagesse (1280L)</p> <p>Literary nonfiction (Speech): “We Shall Overcome”—Fannie Lou Hamer (1964)</p> <p>Literary nonfiction (Speech): Nelson Mandela’s Inaugural Speech (1994)</p>	<p>advancements of that time led to the Romanticism movement and influenced Mary Shelley’s writing (<i>WHII. 7</i>).</p> <ul style="list-style-type: none"> ● The sample text set “Crimes Against Humanity” connects to what students are learning in World History about modern era genocides including, but not limited to, Mao’s Cultural Revolution, Armenia, Fidel Castro’s Cuba, Darfur, and Rwanda. Consider incorporating additional texts related to these. <ul style="list-style-type: none"> ○ Explore global changes during the 20th and early 21st centuries as a result of modern era genocides and crimes against humanities (<i>WHII. 12a</i>). ○ Identify and describe how economic and political issues and religious conflicts result in the migration of refugees (<i>WHII. 12b</i>). ● Have students create and present multimodal presentations that incorporate various texts related to other subject areas (social studies, science, art, etc.). <ul style="list-style-type: none"> ○ This is an opportunity to analyze various texts across disciplines to compare their formats, style, word choice, and other similar/different characteristics or author’s choices. ● For each sample text set, find ways for students to draw connections to other subject areas and incorporate media messages related to the conceptual topic.
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RESEARCH | GRADE 10 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 10 Research standards, review:

- [Progression Chart - Research](#)
- [Grades 9-12 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Research in the 2024 English Standards of Learning.

- [LINK- Grade 10 Understanding the Standards-Research](#)

Teacher’s Note:

- Use the Grade 10 Understanding the Standards.
 - Encourage the development of research skills that are foundational to effective critical thinking and responsible use of information.
 - Note that research should be integrated throughout the year and can be individual, collaborative and cross-curricular.
 - Research products should vary from small, informative pieces to large, multimodal presentations throughout the academic year.
 - Teach students how to embed information effectively into research products and collaborate with the librarian/media specialists throughout the research process.
 - Make students aware of possible consequences of plagiarism in postsecondary education and the workplace and emphasize giving credit to all sources used when gathering information, including music, graphics, and another person’s media.
 - Educate students regarding responsible use of the Internet, AI, and new technologies that develop over time.
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Research

10.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-ten content, texts, and areas prompted by student interest.

10.R.1 Evaluation and Synthesis of Information

- A. Formulate and revise questions about a research topic, broadening or narrowing the inquiry as necessary.
- B. Gather and organize information from various sources, including internet resources, electronic databases, and other technology.
- C. Objectively evaluate primary and secondary sources for their credibility, reliability, accuracy, usefulness, and limitations, that includes identifying their main and supporting ideas, points of view, conflicting information, and any misconceptions or biases.
- D. Synthesize multiple streams of information from a variety of sources to support claims and introduce counterclaims.
- E. Create research products aligned with the demands of the reading and writing Standards.

- F. Cite primary and secondary sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or American Psychological Association (APA).
- G. Define the meaning and legal consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
- H. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p>Select a Purpose for Research <i>10.DRS.B – Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 9-10 band.</i></p>	<ul style="list-style-type: none"> • Use the Quantitative and Qualitative Analysis chart for determining text complexity (Appendix of the 2024 <i>English Standards of Learning</i>-p.105). • Select conceptually related texts on chosen topics and topics of interest to students. 	<ul style="list-style-type: none"> • Choose paired passages to analyze how different writers approach similar topics (although they may reach similar/different conclusions) and evaluate the relative effectiveness of each approach (<i>10.RI.3A</i>). <ul style="list-style-type: none"> ○ Evaluate texts for their credibility, reliability, accuracy, usefulness, and limitations, identifying main points, points of view, conflicting information, and any misconceptions or biases (<i>10.R.1C</i>). • Choose exemplars that use key literary devices (imagery, personification, symbolism), character development, theme, conflict, and archetypes (<i>10.RL.2</i>).
<p>Connect to Previously Read/Related Text to Build Knowledge + Vocabulary Understanding <i>10.DSR.D – Regularly engage in reading (independently, with peers,</i></p>	<ul style="list-style-type: none"> • How will new learning connect to previously learned skills and/or concepts? • How will students build background knowledge or context to understand the text? 	<ul style="list-style-type: none"> • Gather and organize information from previously read/related texts. <ul style="list-style-type: none"> ○ Synthesize information from multiple streams of information to support claims (e.g., synthesize information from new and previously read sources) (<i>10.R.1D</i>). • Create research assignments that align with the reading and writing, and communication standards.

<p><i>or with modest support) a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning.</i></p>		
<p>Skills in Practice <i>10.DSR.C – When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evident is located.</i></p> <p><i>10.DSR.E – Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text</i></p>	<ul style="list-style-type: none"> • How will teachers model application of the selected skills and standards? • How will students show understanding of the research process and present their findings? 	<ul style="list-style-type: none"> • Provide multiple opportunities for students to formulate and narrow/revise research questions related to topics that align with the reading, writing, and communication strands (10.R.1A, 10.R.1B, 10.R.1C, 10.R.1D, 10.R.1E). <ul style="list-style-type: none"> ○ Model the process of formulating questions, then revising based on research findings during the process. • Model and guide students in evaluating information sources they might use to support their claims or refute counterclaims (10.R.1C, 10.R.1D). <ul style="list-style-type: none"> ○ Discuss potential counterarguments and justify them using textual evidence from researching. • Explain the purpose of standard documentation methods for research such as the Modern Language Association (MLA). <ul style="list-style-type: none"> ○ Model and provide exemplars for how to correctly cite sources using a standard documentation method such as MLA (10.R.1F). • Facilitate discussions around the ethical use of resources and citations in presentations and exemplars and hold students responsible for ethical use of technologies and information sources.

- Incorporate informational texts that

Connections

Sample Text Sets	Disciplinary Connections
<p>Theme: <i>Targeting Knowledge</i> Informational: “A Brief History of Book Burning, From the Printing Press to Internet Archives”—Lorraine Boissoneault (1340L) Literary nonfiction (Letter): <i>I Am Very Real</i>—Kurt Vonnegut (1130L) Literary: <i>Anthem</i>—Ayn Rand</p> <p>Theme: <i>Cultural Echos: Generational Influence</i> Literary: <i>The Joy Luck Club</i> –Amy Tan Informational: “The Importance of Technological Change in Shaping Generational Perspectives”—Alexandra Samuel (ATOS: 13.09) Informational: “Understanding the Different Cultures of Different Generations”—Peter Brinkerhoff (ATOS: 9.12) Literary (Poem): “The Second Coming”—William Butler Yeats (1300L)</p> <p>Theme: <i>Reflections on Self and Perception</i> Literary (Greek Myth): <i>Echo and Narcissus</i> from Ovid’s <i>Metamorphoses</i> Informational: “The Psychology Behind Narcissism” from <i>Psychology Today</i> Literary (Poem): <i>Mirror</i>—Sylvia Plath Literary nonfiction (Speech): “We Shall Fight on the Beaches”—Winston Churchill</p>	<ul style="list-style-type: none"> ● Embed research tasks in the study of text sets in ways that allow students to draw on and expand their understandings in other subject areas. <ul style="list-style-type: none"> ○ For the sample text set, “Cultural Echos: Generational Influence,” opportunities exist for students to research the evolution of technology and other elements that impact connections among different generations. ● Various texts within the sample thematic unit require students to have an understanding of the social, cultural, and/or political context to fully understand the events, characters, themes, or concepts in the text. When applicable, allow students to research before, during, or after reading key text to gain a deeper understanding. <ul style="list-style-type: none"> ○ For example, students may need to research ancient Greek culture and the history of Greek mythology. ○ Students may also benefit from researching the influence of Ancient Greek culture on America to understand the significance of reading and exploring Greek mythology. ● Grade 10 students in “World History and Geography: 1500 A.D. to the Present” are exploring the development of the modern world. The sample thematic unit, “Targeting Knowledge,” allows students to explore how information has been targeted as societies develop. It also connects to World War II and other cultural revolutions.

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