

# Reading Power Standards Grade 10

## Strand 1: Reading Process

**Big Ideas:** Greater meaning is revealed when a reader analyzes an author’s word choice.  
Readers often draw on prior knowledge and real life experiences to help them understand a text.

**Essential Questions:** How does the author’s word choice affect the reader’s understanding of the text’s meaning?  
What is **figurative** language and how does it enrich the reader’s experience?  
How do readers make effective predictions?  
Why is it important for readers to connect a text to real-life experiences?

### Concept 4: Vocabulary

- Determine the meaning of words using linguistic **roots** and **affixes**
- Infer word meanings from context. Determine how the meaning of the text is affected by the writer’s word choice.
- Identify the meaning of **metaphors** based on common literary **allusions**.
- Apply knowledge of **graphic aids** and **organizational** styles to grade-level reading selections.
- Draw one’s own **inferences** and conclusions based on concepts presented in a single reading selection.

### Concept 5: Fluency

- Read from a variety of genres with accuracy, **automaticity**, and **prosody**.

### Concept 6: Comprehension Strategies

- Predict text content using prior knowledge and text features.
- Connect information and events in text to experience and to related text and sources.
- Apply knowledge of organizational structures of text to aid comprehension

<i>Concept</i>	<i>Unit</i>	<i>Lesson</i>	<i>Date</i>	<i>Level of Mastery*</i>
<i>Vocabulary</i>				
<i>Fluency</i>				
<i>Comprehension Strategies</i>				

\* F-Far below

A-Approaches

M-Meets

E-Exceeds

## Strand 2: Comprehending Literary Text

**Big Ideas:** Reading comprehension is enhanced by the reader’s understanding of the author’s use and application of literary devices.

**Essential Questions:** How does the author’s use of literary devices affect the reader’s comprehension?  
 How and why does the author use literary devices?  
 When comparing and contrasting literary works, what do we learn about the author’s purpose, tone and style?  
 How doe literary elements advance the theme of the work.

### Concept 1: Elements of Literature

- Identify, analyze and apply the author’s use of literary elements (theme, point of view, characterization, setting, plot).
- Identify, analyze, and apply the author’s use of **figurative** language.
- Analyze how word choice and choice of **imagery** develops and enhances the tone and theme of the text.

### Concept 2: Historical and Cultural Aspects of Literature

- Compare the author’s use of literary devices within and across literary genres.

<b>Concept</b>	<b>Unit</b>	<b>Lesson</b>	<b>Date</b>	<b>Level of Mastery*</b>
<i>Elements of Literature</i>				
<i>Historical and Cultural Aspects of Literature</i>				

\* F-Far below

A-Approaches

M-Meets

E-Exceeds

## Strand 3: Comprehending Informational Text

**Big Ideas:** Exposure to informational text helps students become critical readers. In addition to gaining useful information, students learn how to sort fact from opinion, how to find main ideas and supporting details, and how to recognize persuasive writing.

**Essential Questions:** In what ways is informational text useful to the individual reader and to society?  
 How can a reader draw relevant and reasonable conclusions from informational text?  
 How does a reader identify an argument or **thesis** and determine its validity?  
 What are the techniques that make persuasive text more powerful?

---

**Concept 1: Expository Text**

- Sort facts from opinions in expository selections such as newspaper articles and editorials, essays and reviews.
- Look at main ideas and the body of the writing to distinguish supported **inferences** from unsupported **inferences**.
- Apply knowledge of **graphic aids** and **organizational styles** to grade-level reading selections.
- Draw one's own **inferences** and conclusions based on concepts presented in a single reading selection.

**Concept 2: Functional Text**

- Synthesize information from multiple sources to solve problems and draw conclusions.
- Analyze the effectiveness of functional text in achieving a stated purpose.

**Concept 3: Persuasive Text**

- Describe the central argument or **thesis** and its **persuasive strategies**.
- Describe how **persuasive techniques** contribute to the power of the reading selection.
- Identify and analyze unsupported **inferences** and **logical fallacies**.

<b>Concept</b>	<b>Unit</b>	<b>Lesson</b>	<b>Date</b>	<b>Level of Mastery*</b>
<i>Expository Text</i>				
<i>Functional Text</i>				
<i>Persuasive Text</i>				

\*F-Falls Below

A-Approaches

M-Meets

E-Exceeds

# Writing Power Standard Grade 10

## Strand 1: Writing Process

**Big Ideas:** It is important for writers to decide the main idea or topic according to the type of writing.  
Drafting incorporates the prewriting plan in order to include all the elements of a writing piece.  
Revising helps writers to make their writing more clear and effective.  
Editors use proofreading marks to identify and correct errors in conventions.  
Publishing includes format and presentation of a final product aimed at a specific audience.

**Essential Questions:** How does a writer choose the right main idea or **thesis** of the writing?  
What does it mean to use a prewriting plan to sequence ideas in a meaningful way?  
How does including only relevant information enhance the purpose of the writing?  
What are appropriate proofreading marks for essays?  
What is the appropriate format for the purpose of the piece?

### Concept 1: Prewriting

- Determine the purpose of an intended piece of writing.
- Determine the intended audience of a piece of writing.
- Establish a central idea appropriate to the type of writing.
- Use **organizational strategies** to plan writing.

### Concept 2: Drafting

- Use a prewriting plan to develop a draft with main idea(s) and supporting details.
- Sequence ideas into a cohesive, meaningful order.

### Concept 3: Revising

- Add details to the draft to more effectively accomplish the purpose.
- Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.
- Use a variety of sentence structures to improve sentence fluency in the draft.
- Apply appropriate tools or strategies (e.g., peer review, checklists, **rubrics**) to refine the draft.
- Use resources and reference materials to select more effective and precise language.

### Concept 4: Editing

- Identify punctuation, spelling, and grammar and usage errors in the draft.
- Apply proofreading marks to indicate errors in conventions.
- Apply appropriate tools or strategies (e.g., peer review, checklists, **rubrics**) to edit the draft.

## Concept 5: Publishing

- Prepare writing in a format appropriate to audience and purpose.

<b>Concept</b>	<b>Unit</b>	<b>Lesson</b>	<b>Date</b>	<b>Level of Mastery*</b>
<i>Prewriting</i>				
<i>Drafting</i>				
<i>Revising</i>				
<i>Editing</i>				
<i>Publishing</i>				

\*F-Falls Below      A-Approaches      M-Meets      E-Exceeds

## Strand 2: Writing Components

**Big Ideas:** Good writing instruction incorporates multiple performance objectives into an Integrated learning experience.

**Essential Questions:** How does a writer capture and maintain the reader's attention?  
How does a writer choose a writing structure to fit his/her purpose?  
How does a writer choose appropriate language and vocabulary for his/her writing?  
How does a writer effectively use varied vocabulary and language types?  
How does a writer use appropriate and effective conventions in his/her writing?

### Concept 1: Ideas and Content

- Maintain a clear focus, providing sufficient, relevant, and carefully selected details for support.

### Concept 2: Organization

- Use a structure that fits the type of writing (letter, narrative, drama, essay) to support the main idea.
- Use a variety of **paragraphing strategies**.

### Concept 3: Voice

- Use language appropriate to purpose, topic, and audience.*
- Use appropriate voice for the application.*

### Concept 4: Word Choice

- Use vocabulary that is original, varied, and natural.
  - Use **literal** and **figurative** language intentionally when appropriate.
-

**Concept 5: Sentence Fluency**

- Use a variety of sentence structures (simple, compound, complex and compound-complex).
- Show extensive variation in sentence beginnings, lengths, and patterns to enhance the flow of the writing.

**Concept 6: Conventions**

- Demonstrate control of grammar, usage, and punctuation in writing.

<b>Concept</b>	<b>Unit</b>	<b>Lesson</b>	<b>Date</b>	<b>Level of Mastery*</b>
<i>Ideas &amp; Concepts</i>				
<i>Organization</i>				
<i>Voice</i>				
<i>Word Choice</i>				
<i>Sentence Fluency</i>				
<i>Conventions</i>				

\*F-Falls Below      A-Approaches      M-Meets      E-Exceeds

**Strand 3: Writing Applications**

**Big Ideas:** Being able to explain a topic clearly and effectively is a key to good writing.  
 Successful expressive writers let readers see the significance of the events they write about.  
 Writers craft good business letters and memos by sticking to their purpose, being precise and following the correct format.  
 Writers can learn persuasive strategies to win an audience over to their side.  
 Writing about literature clarifies understanding of literary elements.  
 Research writing brings together divergent viewpoints to support a **thesis**.

**Essential Questions:** How can writers most effectively convey information, tell stories, persuade an audience, interpret literature and present their research?  
 Why do writers learn different formats for expressing their ideas?  
 Can good writing enhance learning in a variety of areas?

**Concept 1: Expressive Writing**

- Create a reflective personal narrative that communicates to the audience the significance of the events being recounted.
- Strengthen the narrative through **figurative** language and interior monologue.

---

### Concept 2: Expository Writing

- Write a well-structured multi-paragraph essay that explains a topic thoroughly. The writing should support a **thesis** based on research, observation and/or experience.

### Concept 3: Functional Writing

- Present information purposefully and succinctly.
- Follow business letter/memo format.

### Concept 4: Persuasive Writing

- State a position and provide evidence to support it.
- Employ **persuasive strategies** such as logical and emotional appeals, repetition, tone and effective word choices.

### Concept 5: Literary Response

- Describe and analyze an author's use of literary elements such as theme, conflict, **irony**, mood, **imagery**, diction and characterization.
- Compare and contrast literary elements across genres, using specific examples from the texts.

### Concept 6: Research

- Write a research report integrating facts and direct quotes from multiple sources to support a **thesis**.
- Learn how to find reliable, relevant sources and how to include internal citations in the report.
- Create a works cited page.

<b>Concept</b>	<b>Unit</b>	<b>Lesson</b>	<b>Date</b>	<b>Level of Mastery*</b>
<i>Expressive</i>				
<i>Expository</i>				
<i>Functional</i>				
<i>Persuasive</i>				
<i>Literary Response</i>				
<i>Research</i>				

\*F-Falls Below

A-Approaches

M-Meets

E-Exceeds

# Listening & Speaking Power Standard Grade 10

## Strand: Listening & Speaking

**Big Ideas:** A polished speech requires knowledge of subject, clarity and confidence.

**Essential Questions:** What does an effective polished speech look like?  
How does one communicate his or her own interpretation of a literary work clearly to an audience?

### Concept: Speaking

- Deliver oral interpretations of literary or original works.
- Deliver a **polished speech** that is organized and well suited to the audience and that uses resource materials to clarify and defend positions.

### Concept: Listening

- Evaluate the effectiveness of informal and formal presentations.

<i>Concept</i>	<i>Unit</i>	<i>Lesson</i>	<i>Date</i>	<i>Level of Mastery*</i>
<i>Speaking</i>				
<i>Listening</i>				

\*F-Falls Below

A-Approaches

M-Meets

E-Exceeds

\*

\*

\*

\*

\*

\*

\*

---

# Viewing & Presenting Power Standard Grade 10

## Strand: Viewing and Presenting

**Big Ideas:** Visual media and multimedia presentations must employ verbal and non-verbal techniques to clearly communicate messages to audiences.

**Essential Questions:** What techniques do effective visual media use to impact audiences?  
What does an effective multimedia presentation look like?

### Concept: Viewing

- Analyze and evaluate the impact of visual media on the intended audience.

### Concept: Presenting

- Plan, develop and produce a visual presentation, using a variety of media such as videos, films, newspapers, magazines, and computer images.

<i>Concept</i>	<i>Unit</i>	<i>Lesson</i>	<i>Date</i>	<i>Level of Mastery*</i>
<i>Viewing</i>				
<i>Presenting</i>				

\*F-Falls Below

A-Approaches

M-Meets

E-Exceeds