

# 10<sup>th</sup> Grade

## English Language Arts

### Key Instructional Activities

- Making more connections about how complex ideas interact and develop within a book, essay, or article
- Assessing the strength of an author's or speaker's points and assumptions based on evidence from the text
- Developing the skill, fluency, and concentration to produce high-quality writing, as well as the capacity to edit and improve their writing over multiple drafts
- Reading and analyzing foundational works of American and world literature and examining how two or more texts from the same time period treat similar themes or topics
- Citing strong evidence from a text to analyze what it says explicitly as well as what it infers, including determining when a text leaves a point unclear or unproven
- Identifying and evaluating the reasoning used in historical documents, including the application of constitutional or legal principals
- Supporting arguments in an analysis of challenging topics or texts using valid reasoning and relevant and sufficient evidence
- Conducting research projects to answer a question or solve a problem
- Participating effectively in group discussions, expressing ideas clearly and building on the ideas of others
- Demonstrating understanding of complex or figurative language, and distinguishing what is directly stated in a text from what is actually meant
- Understanding the role that figurative language plays in a text
- Presenting information using multiple media formats
- Evaluating arguments and specific claims; assessing whether the reasoning is valid and the evidence is sufficient; and as appropriate, detecting inconsistencies and ambiguities
- Analyzing the meaning of foundational U.S. documents (the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights)
- Making an argument that is logical, well-reasoned, and supported by evidence
- Writing a literary analysis that develops a central idea and a coherent focus and is well supported with relevant examples, facts, and details
- Writing narratives that develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**To become college and career ready, students evaluate intricate arguments and analyze challenges posed by complex texts. Through wide and deep reading, students better understand references and images. They develop the flexibility, concentration, and fluency to produce high-quality, first drafts of writing under tight deadlines. They improve a piece of writing over multiple drafts. They assert and defend claims and show what they know about a subject using appropriate examples and evidence.**



HOUSTON COUNTY  
BOARD OF EDUCATION  
HIGH-ACHIEVING STUDENTS

*By the end of 10<sup>th</sup> grade, all students are expected to:*

- Closely and critically read complex works of literature and informational texts;
- Interpret what they read and present written and spoken analysis based on appropriate examples and evidence from the text;
- Assess the strength of an author's or speaker's points and assumptions based on evidence from the text;
- Expand their literary and cultural knowledge by reading great classic and contemporary works representative of various time periods, cultures, and worldviews, and
- Develop the skill, fluency, and concentration to produce high-quality writing, as well as the capacity to edit and improve their writing over multiple drafts.

# Helping Your Student in 10<sup>th</sup> Grade ELA

Learning does not end in the classroom. Students need help and support at home to succeed in their studies. Try to create a quiet place for your student to study, and carve out time every day when your student can concentrate on reading and writing uninterrupted by friends, brothers or sisters, or other distractions. Sit down with your student at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your student is working on, and it will help you be the first to know if your student needs help with specific topics. By taking these small steps, you will be helping your student become successful both in and outside the classroom.

- Read, read, read! The amount your student reads independently is directly connected to his or her success in school. To find popular young adult books for your student to read, visit <https://tinyurl.com/y3rjcelh>.
- Listen with your student to a television reporter, politician, or other speaker. Ask your student to tell you the speaker's main points. Was the speaker trying to convince the audience of something? How?
- Make time for conversation at home. Discuss current events, shared interests, and future aspirations for education and career.
- Invite your student to participate in an adult gathering, such as a meal with friends, to practice listening skills and making conversation.
- Practice determining meanings of unknown words when you encounter them in written texts, television shows, radio, etc.
- Support your student and communicate that his or her academic success is important to you.
- Provide time and space for your student to read independently. This time should be free from distractions such as television.
- Ask your student what topics, events, or activities he or she likes. Then look for books, magazines, or other materials about those topics that would motivate your student to read.
- Ask your student to show his or her work in assignments, making sure to answer the question asked, not just provide information that may or may not be relevant.
- Read and write with your student often. Remind students to edit the entire sentence and paragraph when they write and to use complete sentences with appropriate grammar and spelling.
- Use technology to help build your student's interest in reading. There are several websites where students can read books or articles online. The computer will help with words the student cannot read independently.



# 10<sup>th</sup> Literature/Composition



This guide provides an overview of what your child will learn in his or her 10th Literature and Composition English course. It focuses on the key skills your child will learn, which will build a strong foundation for success in the other subjects he or she studies throughout high school. This guide is based on the state-adopted Georgia Standards of Excellence. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for success in future courses and after graduation.

Fall Semester		
1 <sup>st</sup> 6 weeks	2 <sup>nd</sup> 6 weeks	3 <sup>rd</sup> 6 weeks
<b>Collection 1: Ourselves and Others</b>	<b>Collection 2: The Natural World</b>	<b>Collection 3: Responses to Change</b>
<b>Performance Goal: Developing an analytical essay</b>	<b>Performance Goal: Developing a research report</b>	<b>Performance Goal: Developing an argument</b>
<b>Key Skills:</b> <ul style="list-style-type: none"> <li>analyzing impact of cultural background on point of view</li> <li>comparing tone in texts</li> <li>analyzing impact of word choice</li> <li>examining how ideas can advance a purpose and point of view</li> <li>analyzing a writer's choices in pacing, word choice, tone, and mood</li> <li>supporting inferences about theme and citing evidence used to make inferences</li> <li>analyzing multiple genres of texts in both fiction and nonfiction</li> <li>applying language conventions in writing</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>determining central idea</li> <li>examining figurative, connotative, and technical meanings of words and phrases</li> <li>identifying a theme through writing an objective summary</li> <li>analyzing an author's claim and purpose</li> <li>analyzing a writer's choices in terms of text structure, figurative meaning, and tone</li> <li>supporting inferences about theme</li> <li>analyzing multiple genres of texts in both fiction and nonfiction</li> <li>applying language conventions in writing</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>citing text evidence to support inferences</li> <li>analyzing representations in different mediums</li> <li>using cause-and-effect to make connections</li> <li>analyzing language and making inferences about the theme of a poem</li> <li>analyzing the development of ideas in a documentary</li> <li>analyzing multiple genres of texts in both fiction and nonfiction</li> <li>applying language conventions in writing</li> </ul>

Spring Semester		
1 <sup>st</sup> 6 weeks	2 <sup>nd</sup> 6 weeks	3 <sup>rd</sup> 6 weeks
<b>Collection 4: How We See Things</b>	<b>Collection 5: Absolute Power</b>	<b>Collection 6: Hard-Won Liberty</b>
<b>Performance Goal: Developing a narrative</b>	<b>Performance Goal: Developing an analytical essay</b>	<b>Performance Goal: Developing an argument</b>
<b>Key Skills:</b> <ul style="list-style-type: none"> <li>identifying and comparing poetic structure</li> <li>paraphrasing and summarizing ideas</li> <li>analyzing development of ideas in nonfiction</li> <li>determining meaning and analyzing ideas</li> <li>citing textual evidence</li> <li>analyzing author use of narrative techniques</li> <li>analyzing representations in different mediums</li> <li>analyzing multiple genres of texts in both fiction and nonfiction</li> <li>applying language conventions in writing</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>analyzing the use of rhetoric in an argument</li> <li>analyzing interactions between characters and theme</li> <li>analyzing representations of a scene</li> <li>analyzing historical text</li> <li>analyzing how an author draws on Shakespeare</li> <li>making and supporting inferences</li> <li>analyzing multiple genres of texts in both fiction and nonfiction</li> <li>applying language conventions in writing</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>analyzing argument in a seminal document</li> <li>analyzing evidence and ideas in a functional document</li> <li>analyzing argument and rhetoric</li> <li>comparing accounts in different mediums</li> <li>analyzing interactions between character and theme</li> <li>analyzing how a shift in tone contributes to theme</li> <li>analyzing multiple genres of texts in both fiction and nonfiction</li> <li>applying language conventions in writing</li> </ul>