

# 10th Grade ELA HS District Priority Standards

## **BUNDLE/UNIT 1: Foundations**

**RL.10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.10.6** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature

**RI.10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**L.10.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.10.1a.** Use parallel structure

**L.10.2** Demonstrate command of the conventions of standard capitalization, punctuation, spelling when writing.

## **BUNDLE/UNIT 2: Literary Analysis**

**RL 10.2** Determine theme/central idea; analyze in detail its development over the course of the text; provide an objective summary

**RL 10.3** Analyze how complex characters develop, advance the theme, interact with other characters

**RL 10.4** Determine meaning of words/phrases; figurative/connotative meanings; impact of diction

**RL 10.5** Analyze choice in structure; choice of event order; use of dramatic techniques (AL

**W 10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content

**W 10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research

**L10.3** Apply knowledge of language to understand how language functions in different contexts; to make effective choices for meaning or style; to comprehend more fully when reading or listening

### **BUNDLE/UNIT 3: Rhetoric and Persuasion**

**RI 10.2** Determine central idea; analyze its development; provide objective summary

**RI 10.3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**RI 10.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

**RI 10.6** Determine an author's point of view or purpose in a text and analyze how an author uses Rhetoric to advance that point of view or purpose.

**RI 10.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**W.10.1 (a-e)** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise claim(s), distinguish the claim(s), from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in Nner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between the claim(s) and counterclaim(s).
- d. Establish and maintain a formal style and objective tone while attending to the norms and convention of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.



