10th Critical Concepts:
Planning and Revising
Skills:
- I can collect and organize ideas
- I can outline and create a plan for structure
- I can revise sentences and paragraphs
- I can revise drafts to clarify purpose
- I can edit mechanics and grammar for clarification
- I can cite sources

Gathering Evidence
Skills:
- I can perform advanced search types and procedures
- I can identify the qualities of authoritative sources
- I can understand techniques for assessing the usefulness of sources
- I can integrate cited information seamlessly into original writing to maintain flow of ideas

Research Writing
Skills:
- I can use research to answer a self-generated question or to solve a problem
- I can narrow or broaden research when appropriate
- I can demonstrate an understanding of the subject through research

Argument Writing
Skills:
In addition to the skills listed under 9th grade,
- I can identify qualities of arguments
- I can acknowledge and distinguish claim from alternate claims and opposing claims
- I can use logical reasoning and relevant evidence (credible sources) to support claims
- I can use words, phrases, and clauses to clarify relationships and create cohesion
- I can write with a formal style
WRITING STANDARDS GRADE 10

Semester One
- Write routinely over shorter time frames to improve specific writing skills, practice text-based analysis an/or improve college-career readiness
- Write an evidence-based, multi-paragraph informative/explanatory paper on a literary work incorporating planning and revising/gathering evidence
- Write timed writing responses in preparation for standardized testing

Semester Two
- Write routinely over shorter time frames to improve specific writing skills, practice text-based analysis an/or improve college-career readiness
- Write timed writing responses in preparation for standardized testing
- Write a multi-paragraph argumentative paper incorporating planning and revising/gathering evidence
- Write an annotated bibliography

Revised June 2019
READING STANDARDS FOR LITERATURE AND INFORMATIONAL TEXTS GRADE 10

Semester One
Required Reading:
- Bedford Text Unit 2
- Bedford Text Unit 3
- Bedford Text Unit 4
- Bedford Text Unit 6- Macbeth
One additional text from the approved School District 2 Literature List

Additional Selections:
- Bedford Text Unit 1
- Grade-level approved novels and texts from the School District 2 Literature List
  https://docs.google.com/document/d/1MJ6hZ2mTlj8i2PoAX05ASKq8btz_dTEsL7mitqqHZFO/edit?usp=sharing

Semester Two
Required Reading:
- IEFA text Wind from an Enemy Sky or The Absolutely True Diary of a Part-Time Indian
- Night
- Bedford Text Unit 5
- Bedford Text Units 6 (p. 399-409 - argumentative writing.)
- Bedford Text Unit 7

Additional Selections:
- Bedford Text Unit 8
- Bedford Text Unit 9
- Bedford Text Unit 10
- Grade-level approved novels and texts from the School District 2 Literature List
  https://docs.google.com/document/d/1MJ6hZ2mTlj8i2PoAX05ASKq8btz_dTEsL7mitqqHZFO/edit?usp=sharing

Revised June 2019
Semester One
- Participate in small and large group discussions
  - Pose and respond to questions clarifying, verifying, and challenging ideas and conclusions
  - Respond thoughtfully to diverse perspectives and actively incorporate others
- Participate in large group debate
  - Pose and respond to questions clarifying, verifying, and challenging ideas and conclusions
  - Respond thoughtfully to diverse perspectives and actively incorporate others into the debate
- Evaluate a speech (e.g. TED Talks, “Gettysburg Address,” etc.) for concepts such as tone, audience, point of view, credibility, logical fallacies, evidence distortion, etc.

Semester Two
- Participate in small and large group discussions
  - Pose and respond to questions clarifying, verifying, and challenging ideas and conclusions
  - Respond thoughtfully to diverse perspectives and actively incorporate others
- Participate in large group debate
  - Pose and respond to questions clarifying, verifying, and challenging ideas and conclusions
  - Respond thoughtfully to diverse perspectives and actively incorporate others into the debate
- Present research using multiple types of information (e.g. digital media, audio-visual, textual, photographic, etc.) to enhance and add interest (using technical writing skills such as concise text, bullet points, etc.)
- Evaluate peer presentations for tone, audience, point of view, credibility, logical fallacies, evidence distortion, etc.
LANGUAGE STANDARDS GRADE 10

Semester One
- Study vocabulary for context, reference, and academic understanding
- Apply standard English grammar and conventions
- Write and edit work to conform to the guidelines in a style manual (e.g. MLA)
- Use various types of clauses (independent, dependent; noun, relative, adverbial) and phrases (noun, verb, adjectival, participial, prepositional, absolute) to convey specific meaning
- Use semicolons and conjunctive adverbs correctly
- Use etymology to determine a word's precise meaning and usage (e.g. Greek and Latin roots)

Semester Two
- Study vocabulary for context, reference, and academic understanding
- Apply standard English grammar and conventions
- Write and edit work to conform to the guidelines in a style manual (e.g. MLA)
- Use parallel structure for clauses
- Use a colon to introduce a quotation
- Interpret figures of speech (e.g. euphemism, oxymoron) and analyze their roles
- Recognize and use domain-specific words accurately