

**School District of Loyal**  
**ELA 10**  
**Student Learning Targets**



**English Language Arts, Grade 10**

Students who demonstrate understanding can:

WI State Standards	Standard:	Student Learning Targets:
R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Provide textual evidence to support claims and inferences.</li> <li>• Create questions and points of inquiry based on what they already know about a text.</li> </ul>
R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Summarize texts from different genres objectively and accurately, focusing on key ideas.</li> <li>• Identify and analyze how a theme or central idea develops over the course of a text.</li> </ul>
R.9-10.3	In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Examine the development of characters throughout a story or novel.</li> <li>• Examine how an author of a piece of nonfiction develops his/her point of study and organizes his/her facts.</li> </ul>
R.9-10.4	Determine the meaning of words and phrases, including figurative and connotative meanings.	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify and interpret figurative language within a</li> </ul>

	Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)	<p>piece of fiction.</p> <ul style="list-style-type: none"> <li>Analyze how an author's word choice shapes the mood and tone of a story, poem, or novel.</li> <li>Recognize how vocabulary differs depending on the genre in which it's used.</li> </ul>
R.9-10.5	In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections. (RI)	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Analyze how the structure of a text creates meaning and affects the reader.</li> <li>Explain how an author's choices about structure support their purpose.</li> </ul>
R.9-10.6	Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL)	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Explain how point of view and purpose shape a text's message.</li> <li>Analyze how an author's identity, culture, or background influences perspective.</li> </ul>
R.9-10.7	Analyze how a subject and/or content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account (e.g., analyze the representation of a subject and/or content or key scene in two different formats). (RI&RL)	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Compare how the same content is presented in different formats or media.</li> <li>Explain which details are emphasized or omitted in each version.</li> </ul>
R.9-10.8	Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. (RI)	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify an author's argument and specific claims.</li> <li>Evaluate whether evidence is relevant, valid, and sufficient to support those claims.</li> </ul>
R.9-10.9	Choose and develop criteria to evaluate the quality of texts. Make connections to other	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Create criteria to judge the quality of a text.</li> </ul>

	texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	<ul style="list-style-type: none"> <li>● Connect themes and ideas across multiple texts and cultural perspectives.</li> </ul>
W.9-10.1	Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Write for different purposes such as reflection, analysis, and creativity.</li> <li>● Adapt their tone and style for formal or informal writing situations.</li> </ul>
W.9-10.2	W.9-10.2 Write text in a variety of modes: a. Write arguments and literary analysis to support claims in an analysis of substantive topics or texts, using valid reasoning, literary theory, and relevant and sufficient evidence which 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. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. b. Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Write arguments that support claims with valid reasoning and evidence.</li> <li>● Write informative texts that clearly explain complex ideas using examples and organization.</li> <li>● Write narratives that use description, pacing, and dialogue to develop experiences or events.</li> </ul>

	<p>topic. c. Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p>	
W.9-10.3	<p>W.9-10.3 Create writing that utilizes: a. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text. b. Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. c. Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Organize ideas logically and use transitions to create flow.</li> <li>● Use precise language and sensory details to convey meaning.</li> <li>● Write conclusions that connect back to the main ideas or themes.</li> </ul>
W.9-10.4	<p>Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Produce clear, coherent writing that fits the task, purpose, and audience.</li> <li>● Maintain a consistent voice and structure appropriate to their writing type.</li> </ul>

W.9-10.5	Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Strengthen writing through planning, revising, and editing.</li> <li>● Give and receive feedback to improve clarity and effectiveness.</li> </ul>
W.9-10.6	Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for: a. connecting writers and readers, b. producing accessible experiences for specific audiences, and c. dynamically and flexibly matching modes with ideas to communicate with readers.	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Choose appropriate technologies to enhance their writing and communication.</li> <li>● Match digital tools and formats to their audience and purpose.</li> </ul>
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Conduct research to answer questions or solve problems.</li> <li>● Use multiple credible sources to support their ideas.</li> </ul>
W.9-10.8	Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Gather and evaluate information from diverse sources.</li> <li>● Integrate and cite sources properly to avoid plagiarism.</li> </ul>

W.9.10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 9-10 Reading standards)	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Use textual evidence to support analysis, reflection, and research.</li> <li>● Apply reading standards when writing about literary or informational texts.</li> </ul>
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly. a. Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. b. Work with peers to set norms for collegial discussions, decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views) and clear goals as needed. Reflect on progress as an individual and as a group. c. Propel conversations by posing and engaging with questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Promote multiple and divergent perspectives. d. Engage thoughtfully with diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Participate in discussions by listening actively and responding thoughtfully.</li> <li>● Build on others' ideas and express their own clearly.</li> <li>● Engage respectfully with diverse perspectives.</li> </ul>
SL.9-10.2	Analyze and synthesize multiple sources of information presented in diverse media or formats to determine credibility and accuracy of	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Evaluate information from different media for accuracy and credibility.</li> </ul>

	each source.	<ul style="list-style-type: none"> <li>● Synthesize ideas from multiple sources into a clear understanding.</li> </ul>
SL.9-10.3	Understand and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Identify a speaker's point of view and reasoning.</li> <li>● Evaluate the strength and validity of evidence and arguments in speeches.</li> </ul>
SL.9-10.4	Present information, findings, and supporting evidence such that listeners can follow the reasoning and organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Present organized ideas clearly with appropriate style and tone.</li> <li>● Support presentations with evidence and logical reasoning.</li> </ul>
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Use digital media and visuals effectively to enhance presentations.</li> <li>● Choose media elements that clarify and emphasize key ideas.</li> </ul>
L.9-10.1	Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships. b. Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Recognize how language changes across cultures and contexts.</li> <li>● Choose appropriate language for different audiences and purposes.</li> <li>● Apply discipline-specific style conventions such as MLA or APA.</li> </ul>

	<p>needs of writing and speaking situations). c. Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices. d. Recognize standardized guidelines and style manuals exist for various disciplines (e.g., Modern Language Association [MLA] in English; American Psychological Association [APA] in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.</p>	
L.9-10.2	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. a. Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate. b. Determine and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Determine meanings of unfamiliar words using context and word parts.</li> <li>● Use references to confirm pronunciation, meaning, and etymology.</li> </ul>
L.9-10.3	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations. b. Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response (e.g., how the language evokes a sense of time, place, and</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Interpret figurative language and word relationships.</li> <li>● Analyze how word choice impacts tone, meaning, and effectiveness.</li> </ul>

	culture; how it sets a formal or informal tone).	
L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Expand vocabulary through reading, writing, and discussion.</li> <li>● Choose words intentionally based on audience and purpose.</li> </ul>
L.9-10.5	Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: a. Use parallel structure. b. Convey specific meanings and add variety and interest to writing and presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Use grammar and sentence structures effectively and intentionally.</li> <li>● Vary sentence patterns to add meaning and interest.</li> </ul>
L.9-10.6	Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: ● Use colons and semicolons appropriately. ● Spell correctly.	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Apply correct capitalization, punctuation, and spelling.</li> <li>● Know when to use standardized English conventions based on context.</li> </ul>