BROWNELL TALBOT

Tenth Grade Standards

Reading: Students will learn and apply reading skills and strategies to comprehend text

Word Analysis Students will acquire phonetic knowledge as they learn to read and write grade-level text.	• BT 10.1.3a Apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multisyllabic words) when reading, writing, and spelling grade-level text.
Vocabulary Students will build and use conversational, academic, and content-specific grade-level vocabulary.	• BT 10.1.5b Acquire new academic and content-specific vocabulary using word analysis strategies, relate prior knowledge, and apply in new situations. • BT 10.1.5c Analyze the function and critique the effects of the author's use of literary devices (e.g. simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, dialect, tone, mood). • BT 10.1.5d Analyze & use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.
Comprehension Students will construct meaning by using prior knowledge while reading emergent literary and informational text.	• BT 10.1.6a Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, and contextual influences. • BT 10.1.6b **Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.** • BT 10.1 6c Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). • BT 10.1.6d Summarize, analyze, and synthesize the themes and main ideas between literary and informational works (e.g. print, digital, and/or media). • BT 10.1.6f Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). • BT 10.1.6g Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support multicultural perspectives. • BT 10.1.6h Cite specific textual evidence to analyze and evaluate the effects of historical, cultural, biographical, and political influences of literary and informational text written by culturally diverse authors, to develop a regional, national, and international multicultural perspective.

Writing: Students will learn and apply writing skills and strategies to communicate.

Writing Process Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade level.	• BT 10.2.1a **Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.** • BT 10.2.1b **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (See** *Modes of Writing***).** • BT 10.2.1c **Revise and strengthen writing as needed by applying the writing process and utilizing feedback, focusing on purpose and audience.** • BT 10.2.1d **Write routinely to persevere in short and long-term writing tasks of increasing length and complexity.**

Writing Modes
Student will write in multiple modes for a variety of purposes and audiences across disciplines.

Opinion	• BT 10.2.2a Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	• BT 10.2.2b Introduce specific 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.
	• BT 10.2.2c **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.**
	• BT 10.2.2d **Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.**
	• BT 10.2.2e Provide a concise concluding statement or section that connects and supports the argument presented.
Informative/Explanatory	• BT 10.2.3a **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.**
	• BT 10.2.3b **Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.**
	• BT 10.2.3c **Expand the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.**
	• BT 10.2.3d **Use varied, complex transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.**
	• BT 10.2.3e Use precise language and domain-specific vocabulary to manage the complexity of the topic.
	• BT 10.2.3f Provide a concluding statement or section that synthesizes and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Narratives	• BT 10.2.4a **Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
	• BT 10.2.4b Engage and hook the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
	• BT 10.2.4c Use multiple narrative techniques relevant to style and plot to develop experiences, events, and/or characters.
	• BT 10.2.4d Use a variety of transition techniques to sequence events so that they build on one another to create a coherent whole.
	• BT 10.2.4e Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
	• BT 10.2.4f Provide a conclusion that connects and reflects on what is experienced, observed, or resolved over the course of the narrative.
Research	• BT 10.2.5a **Conduct both short and more sustained research projects to analyze multiple questions (include a self-generated question); narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.**
	• BT 10.2.5b **Compare and analyze information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism, and following a standard format for citation.**
	• BT 10.2.5c Draw evidence from literary and informational texts to support analysis, reflection, and research.
General	• BT 10.2.6a **Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**

Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

Speaking Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	• BT 10.3.1a Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively • BT 10.3.1b **Present claims and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.** • BT 10.3.1c Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate • BT 10.3.1d **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.**
Listening Students will develop and demonstrate active listening skills across a variety of situations.	• BT 10.3.2a **Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally), evaluating the credibility and accuracy of each source.** • BT 10.3.2b **Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.** • BT 10.3.2c **Propel conversations by posing and responding to 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.**
Reciprocal Communication Students will develop, apply, and adapt reciprocal communication skills.	• BT 10.3.3a **Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.** • BT 10.3.3b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. • BT 10.3.3c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; clarify, verify, or challenge ideas and conclusions.

Multiple Literacies: Students will apply information fluency and practice digital citizenship.

Information Fluency Students will evaluate, create, and communicate information in a variety of media and formats to include textual, visual, and digital.	• BT 10.4.1a **Evaluate and synthesize information from print and digital resources to create new understandings and defend conclusions.** • BT 10.4.1b **Apply ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source correctly with appropriate formatting.**
Digital Citizenship Students will practice the norms of appropriate and responsible technology use.	• BT 10.4.2a **Demonstrate personal responsibility of safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).** • BT 10.4.2b **Appropriately select digital tools (e.g. social media, online collaborative tools, apps) to communicate safely and ethically with others to convey information, gather opinions, and solve problems.**