

## 10<sup>th</sup> Grade Honors English Course Objectives

The following objectives are from the Common Core Standards. The full list of 10<sup>th</sup> grade standards is available at [www.corestandards.org/ELA-Literacy/](http://www.corestandards.org/ELA-Literacy/).

These standards have been chosen because they align with SAT, ACT, OGT, and AP standards.

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. *\*For both fiction and nonfiction*
- 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). *\*For both fiction and nonfiction*
- By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the 9-10 text complexity band independently and proficiently.
- By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 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.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing 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.
- Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple authoritative print and digital sources, using advance 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.
- Draw evidence from literary or informational texts to support analysis, reflection.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 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.

*The following standards are from the OGT, ACT, SAT, and AP Literature and Composition test. I am providing these standards to show how they correlate to the Common Core Standards, and because, in some cases, they provide more detail than those listed above.*

OGT Standards (This is the full list for reading and writing)

- Apply word analysis skills to build and extend vocabulary.
- Recognize the importance of figurative language and the meaning it conveys.
- Apply reading comprehension strategies to understand grade-appropriate text.
- Analyze and evaluate reading materials to demonstrate understanding of text.
- Analyze text structures and draw inferences from them.
- Recognize arguments, bias, stereotyping, and propaganda in information text sources.
- Analyze and critique literary text to achieve deep understanding.
- Analyze an author's use of literary techniques to shape plot, set meaning, and develop tone.
- Formulate writing ideas and identify a topic appropriate to the purpose and audience.
- Determine the usefulness of organizers and apply appropriate pre-writing tasks.
- Use strategies to revise style and to improve sentence variety, word choice and transitions between paragraphs, passages, or ideas.
- Edit to improve sentence fluency, grammar, and usage.
- Apply tools to judge the quality of writing.
- Compose a narrative that establishes a specific setting, plot, and consistent point of view that develops characters.
- Produce an expository essay, which may include a letter, to a specific audience.
- Write a persuasive essay that states a clear position, includes relevant information and offers compelling evidence.
- Use correct spelling, punctuation, and capitalization and demonstrate understanding of the grammatical conventions of the English language.

ACT Standards (Full list available at [www.act.org/standard/](http://www.act.org/standard/))

- Present a critical thesis that clearly established the focus on the writer's position on the issue.
- Develop several ideas fully, using specific and relevant reasons, details, and examples.
- Show effective movement between general and specific ideas and examples.
- Infer the main idea or purpose of more challenging passages or their paragraphs.
- Summarize events and ideas in virtually any passage.
- Understand the overall approach taken by an author or narrator.
- Use details from different sections of some complex informational passages to support a specific point or argument.
- Provide unity and coherence throughout the essay, often with a logical progression of ideas.
- Use relevant transitional words, phrases, and sentences to convey logical relationships between ideas.
- Present a well-developed introduction and conclusion.
- Correctly employ most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors.
- Use precise and varied vocabulary.
- Use a variety of kinds of sentence structures to vary pace and to support meaning.
- Understand the dynamics between people, ideas, and so on in more challenging passages.
- Understand implied or subtly stated cause-effect relationships in more challenging passages.
- Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts.

- Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on.
- Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole.
- Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun).
- Use commas to set off a nonessential/nonrestrictive appositive or clause.
- Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical).
- Use an apostrophe to show possession, especially with irregular plural nouns.
- Use a semicolon to indicate a relationship between closely related independent clauses.
- Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs.
- Rearrange sentences to improve the logic and coherence of a complex paragraph.
- Correct vague and wordy or clumsy and confusing writing containing sophisticated language.

SAT Standards (Full list available at [sat.collegeboard.org/SAT/public/pdf/SkillsInsight\\_WEB.pdf](http://sat.collegeboard.org/SAT/public/pdf/SkillsInsight_WEB.pdf))

- Use knowledge of root words to determine the meaning of words needed to complete a compound or complex sentence.
- Use context clues (such as an embedded definition) to select missing vocabulary at the sentence level.
- When encountering an unknown word or a word with multiple meanings (such as *light* or *run*) in a text, look at the context of the sentence for clues to what the word means.
- When reading a novel, short story, or play, try to identify the different ways authors create character. What is revealed about a character through his or her dialogue and interactions with other characters?
- Determine the main idea of a text and apply it to a different context.
- Understand the relationship of ideas within and across different texts.
- Analyze the roles and relationships among characters and between characters and the narrator.
- Interpret multiple layers of a text.
- Identify an author's purpose for writing.
- Identify and describe the effects of literary devices used to achieve a specific purpose.
- Infer the author's opinion concerning the central ideas in a text.
- Use context clues to identify an author's rhetorical purpose (for example, to persuade the audience) in a short section of text.
- Make multiple, layered inferences.
- Analyze the overall purpose of an author's text.
- Make inferences when there is no explicit reinforcement in the text or when information is missing, and use those inferences to draw further conclusions about the text.
- Compare and contrast deeply embedded details or ideas across texts.
- Support position in writing and use appropriate reasons and evidence.
- Writing is well-organized and clearly focused; ideas flow seamlessly.
- Display a skillful use of vocabulary and accurate word choice.
- Use good sentence structure.
- Writing is free from grammatical mistakes.

AP Standards (Full list available at [media.collegeboard.com/digitalServices/pdf/ap/ap-english-course-description.pdf](http://media.collegeboard.com/digitalServices/pdf/ap/ap-english-course-description.pdf))

- Read work from several genres and periods from the 16<sup>th</sup> to the 21<sup>st</sup> century. More importantly, get to know a few works well.
- Read deliberately and thoroughly, taking time to understand a work ' s complexity , to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.
- A wide-ranging vocabulary is used with denotative accuracy and connotative resourcefulness.
- Use a variety of sentence structures, including appropriate usage of subordinate and coordinate constructions.
- Use logical organization, enhanced by specific techniques of coherence such as repetition, transitions, and emphasis.
- Use a balance of generalization with specific illustrative detail.
- Use rhetoric effectively, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis.