

Tenth Grade Language Arts Core

Intended Learning Outcomes

The overarching intent of language arts instruction in grades 7-12 is for students to value, appreciate, and demonstrate literacy through expressive and receptive language skills, and to understand and investigate the self, others, the culture, and the environment. The Intended Learning Outcomes (ILOs) describe the goals for language arts skills and attitudes. They are an integral part of the Core, and should be included as part of instruction. Process skills in language arts domains are critical to the development of high levels of literacy and lead to understanding and internalizing ILOs.

1. Demonstrate a Positive Attitude Toward Language Arts Skills and Processes

- a. Develop confidence in the ability to access text.
- b. Enjoy the processes and outcomes of reading and writing.
- c. Develop confidence in the ability to express ideas, emotions, and experiences.

2. Demonstrate Appreciation for the Role of Language Arts

- a. Recognize that the study of themes and values in texts is preparation for responsible participation in society.
- b. Use language arts skills and strategies to think critically, communicate with others, and understand our culture and common heritage.
- c. Develop thinking and language acquisition together through interactive learning.
- d. Recognize that in studying language arts they will learn the strategies necessary for acquiring academic knowledge, achieving common academic standards, and learning independently.

3. Demonstrate Understanding of the Nature of Language

- a. Understand that language enhances and identifies human beings as meaning makers.
- b. Understand that language is the vehicle for constructing knowledge, acquiring skills, and developing habits of mind.
- c. Understand that language captures and records human aspirations and imagination.
- d. Understand that language is continuously evolving as a reflection of human evolution.
- e. Understand that language acquisition is not a matter of refining skills, but of increasing confidence, insight, and discernment.
- f. Understand that language conveys the depth of human experience, evoking both emotion and reason.

4. Understand and Use Receptive and Expressive Oral Language Skills to Communicate

- a. Give and seek information in conversations, in group discussions, and in oral presentations.
- b. Use questioning techniques to gain information.
- c. Participate in and report on small group learning activities.
- d. Develop and deliver individual presentations.
- e. Plan, present, and critique the oral delivery of information and persuasive argument.
- f. Plan, present, and critique dramatic readings of literary selections.

5. Use the Skills, Strategies, and Processes of Reading

- a. Develop an enjoyment for reading as a lifelong way to learn.
- b. Access background knowledge to prepare to read and enjoy texts.
- c. Use meta-cognition strategies during reading to monitor comprehension.
- d. Improve comprehension by using strategies when meaning breaks down.
- e. Retain information from and respond to text after reading.

6. Use the Skills, Strategies, and Processes of Writing

- a. Develop a distinctive writing voice.
- b. Understand that writing is a process of skills, strategies, and practices for creating, revising, and editing a variety of texts.
- c. Develop reflective abilities and meta-awareness about writing.
- d. Use writing to discover and explore ideas.
- e. Develop collaborative writing skills to prepare for workplace writing.
- f. Understand that writing is a tool for thinking: solving problems, exploring issues, constructing questions, addressing inquiry.
- g. Understand that reading and writing are interrelated: writers approach new reading experiences with enhanced appreciation for the text.
- h. Appreciate the value of personal writing and writing-to-learn in daily applications of knowledge.

Course Description

The developmental needs of students approaching young adulthood are critical to secondary language arts teachers. Teachers attempt to meet the unique needs of these students by using a curriculum that connects academic learning to real-life situations, teaming among teachers, appropriate grouping, and interdisciplinary efforts. At the tenth grade level, the Utah Core focuses on reading and writing experiences that are developmentally appropriate: vocabulary instruction that evaluates connotation in text and compares and identifies word meanings using analogy and antonym context clues. Because human beings are never too old to improve their reading skills, reading instruction focuses on electronic text, using explicit and implicit information to evaluate informational text; on the ways in which character development and connections to politics, history, and culture contribute to great literature; and on more complex figurative language, including simile, metaphor, pun, symbolism and personification. Writing focuses on analysis and interpretation of multiple ideas and perspectives to extend thinking through writing. Persuasive writing is a continued emphasis in preparation for the Utah Basic Skills Test. Skills in analytical evaluation and assessment of writing are further nuanced, and editing skills are specific and clearly delineated. Inquiry skills are focused on synthesizing information in preparation for presenting research results.

Standard 1 (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.

Objective 1 (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.

- a. Analyze the meaning of words using knowledge of roots (see chart, Appendix A).
- b. Evaluate the effects of connotation in text.
- c. Determine word meaning through analogy and contrast/antonym context clues.
- d. Distinguish between commonly confused words (i.e., *affect/ effect; between/ among; either/ neither; fewer/less; good/well; irregardless/regardless; waste, waist*).

Objective 2 (Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., essays, nonfiction articles, workplace and consumer documents, electronic text).

- a. Analyze the purpose of external text features and structures in a variety of electronic texts (e.g., e-mail, electronic newspapers, web pages).
- b. Analyze the function of multiple internal text structures in a single text.
- c. Use explicit and implicit information to arrive at conclusions.
- d. Evaluate text for reliability and accuracy.

Objective 3 (Comprehension of Literary Text): Comprehend literature by recognizing the use of literary elements across genres and cultures.

- a. Examine the relationship between oral and written narratives.
- b. Understand the uses of character development in conveying theme in literary works.
- c. Analyze themes in literature and their connection to politics, history, culture, and economics.
- d. Evaluate setting as it contributes to characterization, plot, or theme.
- e. Analyze the use of simile, metaphor, pun, irony, symbolism, allusion and personification.
- f. Compare poetry on different topics from varied cultures and times.

Standard 2 (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.

Objective 1 (Writing to Learn): Interpret and analyze ideas and perspectives to clarify thinking through writing.

- a. Analyze varied ideas and opposing opinions.
- b. Analyze facts, events, or ideas to create meaning.
- c. Identify and analyze assumptions and perceptions by examining connections between texts, between texts and self, and between texts and different world connections.

Objective 2 (Extended Writing): Write to persuade others. (Emphasize persuasive compositions. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade level.)

- a. Experiment with varied organizational patterns and forms of writing (e.g., memos, letters, reports, essays, brochures).
- b. Support arguments with personal experience, detailed evidence, examples, and reasoning.
- c. Use persuasive strategies including appeals to logic, emotion, and ethics.

Objective 3 (Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.

- a. Evaluate and revise for:
 - Adequate support of ideas (e.g., quotations, facts, examples, anecdotes, and excerpts).
 - Control of organizational elements in multiple paragraph texts (e.g., thesis, details, leads, conclusions, and transitions).
 - Correct use of active and passive voice. Appropriate voice for specific audiences.
 - Specific word choice for different audiences and purposes.
 - Rhythm created through sentence construction (i.e., parallel sentence structure).
- b. Edit for:
 - Spelling.
 - Correct use of commas to set off appositives.
 - Correct subject/verb agreement.
 - Correct sentence construction (i.e., fragments, run-ons).
 - Correct placement of modifiers.
 - Correct capitalization for abbreviations (Ph.D.) or letters that stand alone (U-turn, I-beams).
 - Correct use of possessives.
 - Correct use of semi-colon.

Standard 3 (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.

Objective 1 (Processes of Inquiry): Use the process of inquiry to problem-solve and deepen understanding.

- a. Formulate essential questions that expose problems and explore issues.
- b. Analyze information to determine relevance to essential question.
- c. Evaluate the accuracy and relevance of information that reflects multiple points of view.
- d. Evaluate, use, and cite nontraditional sources (e.g., Internet, interviews, media sources).

Objective 2 (Written Communication of Inquiry): Write to synthesize information to solve a problem or deepen understanding.

- a. Select an appropriate format to synthesize information.
- b. Gather and synthesize information to solve a problem or deepen understanding.
- c. Support synthesis of information using paraphrase, summary, and/or quotations.
- d. Use informal and formal citations, where appropriate, to support inquiry.

Objective 3 (Oral Communication of Inquiry): Plan and present orally using techniques appropriate to audience and purpose.

- a. Determine audience and purpose for oral presentations (e.g., to inform, to persuade, to entertain).
- b. Anticipate and prepare to respond to potential audience questions.
- c. Respond effectively to audience questions and feedback.
- d. Present orally using visual aids/technology for support.