

LITERACY	
Grade 10	
Standard 1: Reading	
	Comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and informational texts.
	Performance Indicators: a. Strategic reading/reading within the text: Actively work to understand grade-level texts. b. Critical reading/reading beyond and about the text: Use inductive reasoning to create an interpretation of grade-level texts. c. Reading habits: Read to learn and for pleasure inside and outside school settings.
	Specific contents to help with scales:
Standard 2: Expository Writing	
	Produce clear and coherent writing for a range of informative and analytical tasks, purposes, and audiences.
	Performance Indicators: a. Process: Generate and develop ideas for writing (plan, draft, revise, and edit for a specific purpose and audience). b. Structure: Organize a piece appropriate to task (using lead, transitions, ending, paragraphs). c. Development: Use elements of the writer's craft (tone, voice, figurative language) and elaboration for task (explanations, research, appropriate vocabulary).
	Specific contents to help with scales:
a.	Deepen organization of ideas through making connections and distinctions.
b.	Develop a 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.

c.	Clarify relationships between ideas and concepts.
d.	Write a thesis statement that is precise and specific.
e.	Integrate quotations and evidence using appropriate syntax and punctuation to show the relationship between the evidence and the writer's ideas and claims.
f.	Use words, phrases, clauses, and transitions to show the relationship between claims and counterclaims, to create structural cohesion, and to logically sequence the argument.
g.	Use rhetorical devices (rhetorical questions and antithesis) to strengthen an argument.
h.	Craft a conclusion that leaves the reader with something to consider (e.g., comment on a universal theme, call to action, etc.).
i.	Extend ability to employ a formal tone to speak with authority.
Standard 3: Expressive Writing	
	Develop polished written work in a variety of genres following a process of drafting, feedback, and revision.
	Performance Indicators: a. Process: Generate and develop ideas for writing (plan, draft, revise, and edit for a specific purpose and audience). b. Structure: Organize a piece appropriate to task (using lead, transitions, ending, paragraphs). c. Development: Use elements of the writer's craft (tone, voice, figurative language) and elaboration for task (explanations, research, appropriate vocabulary).
	Specific contents to help with scales:
a.	Use a variety of techniques to sequence events.
b.	Use more complex figurative language such as synecdoche, metonymy, etc.
c.	Craft a narrative that establishes the significance of the problem, situation, or observation.
d.	Craft a narrative that is coherent and builds tone and mood.

Standard 4: Expository Research Writing	
	Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	Performance Indicators: a. Process: Gather valid information from multiple sources in order to generate and develop ideas for writing (plan, draft, revise, and edit for a specific purpose and audience). b. Structure: Organize a piece appropriate to task (using lead, transitions, ending, paragraphs). c. Development: Use elements of the writer's craft (tone, voice, figurative language) and elaboration for task without plagiarizing (explanations, research, appropriate vocabulary).
	Specific contents to help with scales:
a.	Conduct short and sustained research projects that answer teacher- and student-generated questions and problems.
Standard 5: Speaking and Listening	
	Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively.
	Performance Indicators: a. Listening and understanding: Listen actively to expand vocabulary and content knowledge. b. Extended discussion: Expand understanding of text, develop the ability to remember the necessary details to think beyond and about the text. c. Content: Express opinions, reflect, work actively to understand and use content vocabulary. d. Presentation: Attend to voice, conventions, organization, word choice, ideas and content, media.
	Specific contents to help with scales:
a.	Demonstrate active listening through eye contact, body language, verbal cueing, questioning, and paraphrasing.
b.	Create and follow community norms for respectful collaboration and

	discussion while following any assigned roles to arrive at decisions in order to reach goals and deadlines.
c.	Come to discussions prepared, having read or researched material on topic, being ready to participate and reference new information to extend ideas under discussion, and having formulated relevant questions to stimulate a thoughtful, well-reasoned exchange of ideas.
d.	Pose, challenge, and respond to specific questions and statements from several speakers and respectfully contribute to a collaborative discussion by elaborating on what others said in a way that moves the conversation forward.
e.	Actively listen to diverse perspectives and identify the ideas, feelings, and/or motives behind the presentation.
f.	Paraphrase, summarize and extend information given orally or presented in diverse media formats from multiple perspectives in discussions with evidence.
g.	Deliver focused presentations, claims and findings with supporting evidence by sequencing ideas logically and concisely with appropriate volume and clarity, and at a reasonable pace while using standard conventions according to the audience and task.
h.	Fluently incorporate content vocabulary to enhance their message or rhetoric.
i.	Intentionally incorporate multimedia components to enhance and emphasize understanding of findings, reasoning, and evidence of a presentation.
j.	Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.
k.	Evaluate and differentiate a speaker's point of view, reasoning, and use of evidence or rhetoric to justify perspectives in light of the evidence or distorted evidence presented.
Standard 6: Language	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Performance Indicators: a. Conventions: Apply grammar, spelling, and punctuation knowledge.

	b. Context: Make effective choices for meaning and style c. Meaning: Demonstrate understanding of figurative language, word relationships, nuances in word meaning. d. Vocabulary: Acquire and use accurate content vocabulary.
	Specific contents to help with scales:
a.	Flexibly and independently use various types of phrases (noun, verb, adjectival, adverbial, prepositional) and clauses (independent, dependent) to convey specific meanings and serve the purpose of the piece.
b.	With support, recognize and correct inappropriate shifts in verb voice and mood.
c.	Limit the use of generic words such as good, interesting, nice, sort of, kind of, etc.
d.	Use colons to integrate quotations and evidence.