



English II

The Diocese of Knoxville has adapted the following Literature/English standards to establish the knowledge, understanding and skills students need to acquire in order to satisfy the English requirements for Grade 10. These standards are intended for teachers, students and parents.

Description:

Grade Ten (10)

English II explores world literature through various genres including fiction, non-fiction, drama, mythology, poetry, epics, folk tales and a continuing study of the novel. Vocabulary and grammar development are emphasized and composition skills are strengthened through a variety of writing opportunities. Students will focus on literary, exposition and narrative essay construction. Students will develop analytical reading skills in form and content and acquire a deeper understanding of literary elements and writer's style. Close textual analyses as well as researched compositions using bibliographical, historical and geographical influences on the form and content of the texts are expected. Additionally, students will do some comparative analysis of themes and writing techniques within the literary works, world culture, and history. Seminar style discussions are facilitated on long range assignments and incidental outside readings. Students will make oral presentations.

Strategic Thinking in Literature

Student Outcomes:

1. Reads, comprehends and analyzes literary texts, both classical and contemporary, in original versions and by authors of diverse backgrounds for enjoyment, academic knowledge, and information.
2. Makes predictions, draw inferences and connects prior learning to support reading comprehension.
3. Comprehends, interprets, compares/contrasts and appreciates sophisticated pieces of literature from different cultures and eras.
4. Examines and evaluates how an author's specific word choices, syntax, tone and voice shape the intended meaning of the text, to achieve specific effects that support the author's purpose.
5. Demonstrates an understanding of new vocabulary words and be able to discern their meaning in and out of context as well as incorporate them into their writing.
6. Illustrates an understanding of the societal, cultural, and religious influences on a literary period, style or work.

7. Explains similarities and differences of techniques and literary forms represented in literature of different cultures and eras.
8. Examines and explain the influence of historical context on the form, style and point of view of a literary text.
9. Recognizes the characteristics of various literary movements and analyzed their influence on the development of literature.
10. Reads literary criticism and examine a literary selection from several critical perspectives.
11. Analyzes and identify universal themes prevalent in various literary works.
12. Analyzes connections between a literary work and the student's life, life experiences and modern society.
13. Identifies characteristics of a specific literary period, style or work.
14. Discusses literature and ideas articulately by imploring critical thinking skills.
15. Creates visual representations of symbols, themes, and characters from literary works.
16. Demonstrates the ability to identify and create examples of figurative language.
17. Differentiates between skills necessary for reading for pleasure and reading for academics.

Research/Media Literacy

1. Views and analyzes a visual presentation.
2. Compares, contrasts, connects and evaluates music, visual arts, film and literature of an era.
3. Transforms written texts into other formats including visual, graphic, or digital representations.
4. Searches, critiques, evaluates and employs information in on-line catalogues and through government sources.
5. Utilizes media, visual literacy and technology skills to crate products.
6. Accesses, critiques, evaluate and uses on-line sources including advertisements, editorials, blogs, web-sites, and other media as references.
7. Critiques and evaluates information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
8. Evaluates the quality, authority, and suitability of media resources used for an assignment.
9. Creates multi-media presentation using technology as a tool to research, organize, evaluate, synthesize and communicate information.
10. Utilizes electronic tools in preparation of reports and presentations.
11. Uses reference materials to collect, evaluate, organize and present information to create a research product.
12. Utilizes technology for problem-solving.
13. Gathers ideas and synthesizes information to support a position.
14. Uses a style manual such as the Modern Language Association (MLA) or the American Psychological Association (APA) to apply rules or proper documentation of all sources.

READING: LITERATURE

I. KEY IDEAS AND DETAILS

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
RL.10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL.10.3	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.

II. CRAFT AND STRUCTURE

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
RL.10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and denotative meanings; analyze the cumulative impact of specific word choices on mood and tone (e.g., how the language evokes a sense of time and place; how it sets formal or informal tone).
RL.10.5	Analyze how an author's choices concerning formatting and order (e.g., parallel plots), and manipulation of time (e.g., pacing flashbacks) can create such effects as mystery, tension or surprise.
RL.10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
RL.10.6A	Identify situational, character and symbolic archetypes.

III. INTEGRATION OF KNOWLEDGE AND IDEAS

RL.10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “ <i>Musee des Beaux Arts</i> ” and Breughel’s <i>Landscape with the Fall of Icarus</i>).
RL.10.8	N/A in Literature
RL.10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or how a later author draws on a Shakespearean work).
RL.10.10	Relate a work of fiction, poetry or drama to the seminal ideas of its time and a student’s own life experiences.
RL.10.11	Make connections between works of literature and life experiences.
RL.10.12	Identify characteristics of a specific literary period, style or work.
RL.10.13	Apply Catholic values and teachings in the evaluation of literary themes and plots.

IV. RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
RL.10.14	By the end of 10 th grade, students will be able to demonstrate growth in their proficiency in reading, comprehending, and responding to a wide range of literature in the grade 10 text complexity band, with scaffolding as needed at the high end of the range.
RL.10.15	Self-select appropriate text for research and personal reading.
RL.10.16	Read and respond to a wide range of challenging material to build an understanding of writing styles, the human experience and Catholic heritage, leading students to an understanding of themselves and others.

READING: INFORMATIONAL TEXT

I. KEY IDEAS AND DETAILS

<u>STANDARDS</u>	<u>STANDARD DESCRIPTION</u>
RI.10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.10.3A	Analyze how recurring images or events contribute to the development of a theme or central idea in a text.

II. CRAFT AND STRUCTURE

<u>STANDARDS</u>	<u>STANDARD DESCRIPTION</u>
RI.10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.10.5	Analyze in detail how the 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).
RI.10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

III. INTEGRATION OF KNOWLEDGE AND IDEAS

STANDARDS

STANDARD DESCRIPTION

RI.10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia formats), determining which details are emphasized in each account.
RI.10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
RI.10.9	Analyze seminal documents of historical and literary significance including how they address related themes and concepts.

IV. RANGE OF READING LEVEL OF TEXT COMPLEXITY

STANDARD

STANDARD DESCRIPTION

RI.10.10	By the end of 10 th grade, students will be able to demonstrate growth in their proficiency in reading and comprehending literary nonfiction in the grade 10 text complexity band, with scaffolding as needed at the high end of the range.
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TENTH GRADE ENGLISH LANGUAGE

ENGLISH LANGUAGE ARTS (ELA) APPLICATION

As Diocese of Knoxville students' progress through school, the essential rules of written and spoken standard English are further developed. General academic and grade level specific words and phrases increase with the development of vocabulary, including the conventions and mechanics of the English language.

English /Language Arts Standards have been developed to ensure that students demonstrate proficiency in speaking, reading and writing. These standards are:

- I. Conventions of Standard English
- II. Knowledge of Language
- III. Vocabulary Acquisition and Use

SUMMARY-ELA

GRADE TEN (10)

The Diocese of Knoxville stipulates the following student outcomes in English for Tenth Grade students:

1. Recognizes run-on sentences, sentence fragments, comma splices.
2. Recognizes and understands the application of the eight parts of speech in English.
3. Recognizes and manipulates the parts of a sentence, including subject, verb and complements.
4. Recognizes, understands, and reproduces Standard English punctuation, mechanics, grammar, and usage in writing and speaking.
5. Integrates new vocabulary into standard usage in written text.
6. Analyzes accomplished authors' language patterns and emulate techniques.
7. Uses vocabulary words appropriately in writing (word patterns).
8. Demonstrates use of synonyms, antonyms, analogies, homophones and contractions.
9. Employs accurately the rules and mechanics of proper grammar.
10. Writes, complete, clear, well structured, and varied sentences.
11. Identifies relationships in analogies.
12. Applies knowledge of word etymology, forms and functions to extend vocabulary development and emphasizing classical roots.
13. Uses context, word structure and connotations to determine a word's meaning.
14. Emphasizes syllables, stress marks and correct pronunciation of vocabulary.
15. Distinguishes between connotation and denotation of a word.
16. Recognizes and explains how author's specific word choices create tone and mood.

STANDARDS-ENGLISH

GRADE TEN (10)

I. CONVENTIONS OF STANDARD ENGLISH

STANDARD(s)

STANDARD DESCRIPTION

L.10.1

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

L.10.1.1

Identify and discriminate between passive and active voice.

L.10.1.2	Use correct subject-verb and pronoun-antecedent agreement in writing.
L.10. 2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
L.10.2.2	Use correct punctuation for MLA format in-text citations.
L.10.2.3	Spell correctly.

II. KNOWLEDGE OF LANGUAGE

STANDARDS

STANDARD DESCRIPTION

L.10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to fully comprehend when reading or listening.
L.10.3.1	Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook for English</i> , or <i>Turabian's Manual for Writers</i> , <i>APA Handbook</i> for other areas) appropriate for the discipline and writing type.

III. VOCABULARY ACQUISITION AND USE

STANDARDS

STANDARD DESCRIPTION

L.10.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 10 reading and content, choosing flexibly from a range of strategies.
L.10.4A	Use context as a clue to the meaning of a word or phrase.

- L.10.4B** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech
- L.10.4C** Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine/clarify its precise meaning or its part of speech or its etymology.

STANDARDS

STANDARD DESCRIPTION

- L.10.5** Demonstrate understanding of literary terms, word relationships, and nuances in word meanings.
- L.10.5A** Interpret figures of speech and literary terms in context and analyze their role in the text.
- L.10.5B** Analyze nuances in the meaning of words with similar denotations.
- L.10.6** Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

TENTH GRADE WRITING

The following standards offer a focus for instruction each year to help ensure students gain mastery of a range of skills and applications.

WRITING APPLICATION

Each year, student writing should demonstrate increasing sophistication in every aspect of language use, including vocabulary, syntax, and the development and organization of ideas. Writing should address increasingly demanding content and sources.

Writing standards are benchmarked to develop writers that are able to select text forms for varying purposes and audiences. These standards are:

I. Text Types and Purpose

- II. Production and Distribution of Writing
- III. Research to Build and Present Knowledge
- IV. Range of Writing

DESCRIPTION-WRITING

GRADE TEN (10)

Student Outcomes

1. Writes effective and varied sentences and, paragraphs.
2. Applies correct sentence structure and grammar to all writing.
3. Uses the writing process to write narrative, argumentative, literary analysis and persuasive essays.
4. Plans and composes compositions, both in and outside of class.
5. Plans, gathers, organizes and writes well-developed and formal essays to demonstrate understanding and analysis of literary works.
6. Composes a variety of creative writing pieces modeled on short stories, poetry, plays, and novels.
7. Creates and develops thesis statements.
8. Recognizes and understands narrative, descriptive, expository, literary analysis and persuasive writing.
9. Recognizes specific rhetorical devices used by writers and incorporates those same strategies into original pieces of writing.
10. Identify and correctly utilize active and passive voice.
11. Integrates quotes into paragraph and essay writing using MLA format.
12. Evaluates credibility of source material for citation.
13. Paraphrases and summarizes information from primary and secondary sources in writing.
14. Plan, organize, research and write research themes with defined thesis or claim.
15. Writes effective paragraphs using the C (claims); D (details); C (commentary); C (conclusion) method of organization.
16. Use transitions in order to develop individual voice and style.
17. Revises writing for clarity, correct use of grammar and depth of information.
18. Analyzes the writing of peers, determining the effectiveness and completeness of a thesis statement.
19. Employs technology to plan draft, revise, edit and publish writing.
20. Applies concepts of process writing to all assignments: outlining, brainstorming, free-writing, clustering, questioning, researching and collaborating.
21. Uses a variety of strategies to listen actively and critically, taking notes from a lecture or an oral presentation.
22. Learns how to annotate a text and choose effective margin notes.

I. TEXT TYPES AND PURPOSES

ANCHOR STANDARDS

STANDARD

STANDARD DESCRIPTION

W.10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.10.1.1	Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
W.10.1.2	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and counterclaims.
W.10.1.3	Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons and evidence.
W.10.1.4	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.10.1.5	Provide a concluding statement or section that follows from and supports the argument presented.
W.10.2	Write informative/explanatory texts that examine and convey complex ideas, clearly and accurately.
W.10.2.1	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- W.10.2.2** Develop 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.
- W.10.2.3** Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
- W.10.2.4** Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- W.10.2.5** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.10.3** Write fiction or nonfiction narratives using effective technique, relevant descriptive details, and well-structured event sequences.
- W.10.3.1** Engage and orient 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.
- W.10.3.2** Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events, and/or characters.
- W.10.3.3** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- W.10.3.4** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- W.10.3.5** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.10.3.6 Demonstrate understanding of view by writing short narratives, poems, essays, speeches, or reflections from one’s own or a particular character’s point of view (e.g., the hero, anti-hero, a minor character).

II. PRODUCTION AND DISTRIBUTION OF WRITING

W.10.4 Produce clear and coherent writing in which the organization and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types defined in Standards 1-3.)

W.10.5 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade10.)

W.10.6 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.

III. RESEARCH TO BUILD AND PRESENT KNOWLEDGE

W.10.7 Conduct short and 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.

W.10.8 Gather relevant 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.

- W.10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.10.9.1** Apply *Grade 10 Reading Standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work).
- W.10.9.2** Apply *Grade 10 Reading Standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacies”).

IV. RANGE OF WRITING

- W.10.10** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames for a range of specific purposes and audiences.

TENTH GRADE SPEAKING AND LISTENING

SPEAKING AND LISTENING APPLICATION

Students must have ample opportunity to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrast; and analyze and synthesize a multitude of ideas in various domains.

Technology has broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Speaking and listening standards are benchmarked to assist in developing mastery to help ensure that students gain adequate skills and practice to be effective communicators. These standards are:

- I. Comprehension and Collaboration**
- II. Presentation and Knowledge and Ideas**

SUMMARY-SPEAKING AND LISTENING

GRADE TEN (10)

Student Outcomes

1. Be able to discuss literature, informational topics, and other related Grade 10 topics with peers and others in a knowledgeable, respectful manner.
2. Be able to persuade, make an argument and present facts in a knowledgeable fashion.
3. Delivers and evaluates one's own role in preparation and delivery of an oral presentation on a work of literature.
4. Collaborates with others to exchange ideas, develop new understandings, make decisions and solve problems in informal discussion.
5. Demonstrates proper elocution.
6. Demonstrates the ability to participate in group discussions in order to analyze and present information to class.
7. Engages in various performance activities while using general and specialized vocabulary, such as dramatic readings, prayers, etc.
8. Evaluates and critiques effectiveness of writing and oral presentations of peers.
9. Develops and enhances observation skills by viewing and listening for specific information.

STANDARDS-SPEAKING AND LISTENING GRADE TEN

I. COMPREHENSION AND COLLABORATION

<u>STANDARD(s)</u>	<u>STANDARD DESCRIPTION</u>
SL.10.1	Initiate and participate effectively in a range of collaborative discussions.
SL.10.1.1	Come to class prepared to discuss material, 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.
SL.10.1.2	Work with peers to promote rules for collegial discussions.
SL.10.1.3	Pose and respond to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others

into the discussions; and clarify, verify, or challenge ideas and conclusions.

- SL.10.1.4 Respond thoughtfully to differing 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.
- SL.10.2 Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source.
- SL.10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying fallacies or exaggerated or distorted evidence.

II. PRESENTATION OF KNOWLEDGE AND IDEAS

- SL.10.4 Present information, findings, and supporting evidence clearly, concisely, and logically so that listeners can follow the line of reasoning. Correctly demonstrate organization, development, substance, and style appropriate to purpose, audience, and task. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.10.5 Make strategic use of digital media in presentations.
- SL.10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 10 Language standards 1 and 3).
- SL.10.7 Demonstrate respect for views of others in light of Catholic doctrine.
- SL.10.8 Use appropriate manners and speech when addressing individuals or groups.