

Independent School District of Boise City
Language Arts –English 10

District Course #0721

Course Description

Open to:10 One Year Course

Prerequisite: English 9

Students will study world literature focusing on the individual’s decision-making, relationships with others, and role in society. Students will complete persuasive writing, research, literary analysis, and reflective writing focusing on effective communication and language skills.

Adopted Materials

Title: Literature: The Reader’s Choice (Course 5)

Author: Chin, Beverly, et al.

Publisher: Glencoe McGraw-Hill, 2005

Unit 1 Reading Process

Instructional Objective 0721.1 Acquire Concepts About Text			Standard Reference 10. LA.1.2 Reading Process
No.	Performance Objective	Resource Reference in Scope/Sequence	Assessment Correlation
1	Analyze the structure and format of various informational documents.	Quarter 2 Research	TMA, EOC, DCAO
2	Identify the text characteristics of different genres of literature.	On-going	TMA, EOC
Instructional Objective 0721.2 Vocabulary and Concept Development			Standard Reference 10. LA.1.8 Reading Process
No.	Performance Objective	Resource Reference in Scope /Sequence	Assessment Correlation
1	Apply knowledge of roots and word parts to draw inferences about new words)	On-going	TMA, ISAT
2	Use context analysis to determine the meanings of unfamiliar words.	Quarter 4 Denotation and Connotation / On-going	TMA, EOC, ISAT

Unit 2 Comprehension/Interpretation

Instructional Objective 0721.3 Acquire Strategies and Skill for Comprehending Text			Standard Reference 10.LA.2.1 Comprehension/Interpretation
No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation

1	Synthesize the content from several sources on a single issue; compare and contrast ideas to demonstrate comprehension.	On-going	TMA, EOC
2	Apply reading strategies to self monitor for comprehension.	On-going	TMA
3	Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams.	On-going	TMA
Instructional Objective		Standard Reference	
0721.4 Acquire Skills to Comprehend Expository Text		10.LA.2.2 Comprehension/Interpretation	
No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Critique the logic of informational texts by examining the sequence of information and procedures.	Quarter 2 Research Paper	TMA, DCAO
2	Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites).	Quarter 1 Persuasion; Quarter 2 Research	TMA DCAO
3	Evaluate the comprehensiveness and validity of evidence in an author's argument.	Quarter 1 Persuasion; Quarter 2 Research	TMA, DCAO
Instructional Objective		Standard Reference	
0721.5 Acquire Skills for Comprehending Literary Text		10.LA.2.3 Comprehension/Interpretation	
No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Read and respond to literature from a variety of genres.	On-going	TMA, EOC, ISAT DCAO
2	Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy.	On-going: Quarter 3 Soliloquy	TMA, EOC, ISAT DCAO
3	Explain the author's point of view and interpret how it influences the text.	Quarter 2; Quarter 3; Quarter 4	TMA, DCAO
4	Compare works that express a universal theme and provide evidence to support the views expressed in each work.	On-going	TMA, EOC, DCAO
5	Analyze ways in which authors use imagery, figures of speech, and the "sound" of language for effect.	Quarter 1 <i>Antigone</i> ; Quarter 3 Shakespeare; Quarter 4 Novel	TMA, EOC, ISAT, DCAO
6	Compare and contrast authors' styles on the basis of such elements as word choice and sentence syntax.	Quarter 2 Arthurian Legend	TMA

Unit 3 Writing Process

Instructional Objective			Standard Reference
0721.6 Acquire Prewriting Skills			10.LA.3.1 Writing Process
No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Generate ideas using a variety of strategies.	On-going	TMA, DCAO
2	Generate a main idea or thesis appropriate to a type of writing.	On-going	TMA, DCAO
3	Apply organizational strategies to plan writing.	On-going	TMA, DCAO
4	Match format to purpose and audience.	On-going	TMA, DCAO
5	Produce a piece of writing within a set period of time.	On-going	TMA, DCAO
Instructional Objective			Standard Reference
0721.7 Acquire Skills for Writing a Draft			10.LA.3.2 Writing Process
No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Use the ideas generated and organized through prewriting to write a draft.	On-going	TMA, DCAO
2	Sequence ideas in a cohesive, meaningful order.	On-going	TMA, DCAO
Instructional Objective			Standard Reference
0721.8 Acquire Skills for Revising a Draft			10.LA.3.3 Writing Process
No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Revise draft for meaning, clarity, and effective organization.	On-going	TMA, DCAO
2	Add relevant details and delete irrelevant or redundant information.	On-going	TMA, DCAO
3	Use transitional words and phrases to clarify meaning and improve organization.	On-going	TMA, DCAO
4	Use a variety of sentence structures to improve sentence fluency and enhance style.	On-going	TMA, DCAO
5	Use literary models to refine writing style.	On-going	TMA, DCAO
6	Conference with others to improve writing.	On-going	TMA, DCAO
Instructional Objective			Standard Reference
0721.9 Acquire Skills for Editing a Draft			10.LA.3.4 Writing Process
No.	Performance Objective	Resource Reference	Assessment

		in Scope / Sequence	Correlation
4.1	Use editing marks to indicate errors in conventions.	On-going	TMA, DCAO
4.2	Edit for correct punctuation, spelling, grammar, and usage errors.	On-going	TMA, DCAO
Instructional Objective 0721.10 Acquire Skills to Publish Writing		Standard Reference 10.LA.3.5 Writing Process	
No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Publish improved draft.	On-going	TMA, DCAO
2	Share writing with intended audience.	On-going	TMA, DCAO
3	Use appropriate technology to produce a final draft.	On-going	TMA, DCAO

Unit 4 Writing Application

Instructional Objective 0721.11 Acquire Expressive (Narrative/Creative) Writing Skills		Standard Reference 10.LA.4.1 Writing Application	
No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Write narratives or short stories that describe the specific actions, movements, gestures, and feelings of the characters.	Quarter 1 Personal Persuasive Essay; Quarter 4 Essay	TMA , DCAO
2	Write original creative works including prose and poetry.	Quarter 1 Persuasive Personal Essay; Quarter 3 Sonnets	TMA, DCAO
Instructional Objective 0721.12 Acquire Expository (Informational/ Research) Writing Skills		Standard Reference 10.LA.4.2 Writing Application	
No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs.	Quarter 4 Common Assignment	DCAO
2	Write a research report that includes a thesis, provides relevant support, and documents sources.	Quarter 2 Research Paper	DCAO
Instructional Objective 0721.13 Acquire Persuasive Writing Skills		Standard Reference 10.LA.4.3 Writing Application	
No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
3.1	Write persuasive compositions that use specific rhetorical devices to support assertions (e.g., appealing to logic through reasoning; appealing	Quarter 1 Persuasive Personal Essay	TMA, DCAO

	to emotion or ethical belief; or relating a personal anecdote or analogy).		
Instructional Objective 0721.14 Acquire Skills for Literary Response		Standard Reference 10.LA.4.4 Writing Application	
No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Write responses to literature that demonstrate an understanding of literary elements such as plot, theme, characterization, tone, style, foreshadowing, and figurative language.	Quarter 3 Literary Analysis; Quarter 4 Essay	TMA, DCAO
2	Write responses to literature that demonstrate an awareness and appreciation of a variety of authors' styles.	Quarter 2	TMA

Unit 5 Writing Components

Instructional Objective 0721.15 Acquire Skills for Sentence Structure		Standard Reference 10.LA.5.3 Writing Components	
No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Apply correct and varied sentence types in writing.	On-going	TMA, DCAO
2	Edit for agreement, word usage, parallel structure, and fluency.	On-going	TMA, DCAO, ISAT
Instructional Objective 0721.16 Acquire Skills for Using Conventions		Standard Reference 10.LA.5.4 Writing Components	
No.	Performance Objective	Resource Reference in Scope / Sequence	Assessment Correlation
1	Demonstrate in writing the correct use of conventions emphasizing pronoun/antecedent agreement, subject/verb agreement, adjective/adverb usage, verb tense, verbals, appositives, compound-complex sentences, clauses, and parallel structure.	On-going	TMA, DCAO, ISAT
2	Demonstrate in writing the correct use of punctuation and capitalization.	On-going	TMA, DCAO, ISAT

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY
IDAHO ACHIEVEMENT STANDARDS
GRADE 10
LANGUAGE ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process

Students in apply their knowledge of word origins to determine the meaning of new words encountered in reading and to use those words accurately. Students use increasingly sophisticated vocabulary gained from literature and content area text.

Goal 1.1: Acquire Concepts About Print

No objectives at this grade level.

Goal 1.2: Acquire Concepts About Text

Objective(s): By the end of Grade 10, the student will be able to:

- 10.LA.1.2.1 Analyze the structure and format of various informational documents.
- 10.LA.1.2.2 Identify the text characteristics of different genres of literature.

Goal 1.3: Acquire Phonological Awareness Skills

No objectives at this grade level.

Goal 1.4: Acquire Decoding Skills Using Word Parts

No objectives at this grade level.

Goal 1.5: Acquire Decoding Skills Using Syllabication

No objectives at this grade level.

Goal 1.6: Acquire Decoding Skills Using Context

No objectives at this grade level.

Goal 1.7: Acquire Fluency

No objectives at this grade level.

Goal 1.8: Vocabulary and Concept Development

Objective(s): By the end of Grade 10, the student will be able to:

- 10.LA.1.8.1 Apply knowledge of roots and word parts to draw inferences about new words.
- 10.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar words.

Standard 2: Comprehension/Interpretation

Students read, understand, and respond to grade-level-appropriate material. Students analyze the organizational patterns and evaluate authors' arguments and positions. Students conduct in-depth analyses of the author's craft and themes of expository and literary text. Students read a wide variety of

classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

Goal 2.1: Acquire Strategies and Skill for Comprehending Text

Objective(s): By the end of Grade 10, the student will be able to:

- 10.LA.2.1.1 Synthesize the content from several sources on a single issue; compare and contrast ideas to demonstrate comprehension.
- 10.LA.2.1.2 Apply reading strategies to self monitor for comprehension.
- 10.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams.

Goal 2.2: Acquire Skills to Comprehend Expository Text

Objective(s): By the end of Grade 10, the student will be able to:

- 10.LA.2.2.1 Critique the logic of informational texts by examining the sequence of information and procedures.
- 10.LA.2.2.2 Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites).
- 10.LA.2.2.3 Evaluate the comprehensiveness and validity of evidence in an author's argument.

Goal 2.3: Acquire Skills for Comprehending Literary Text

Objective(s): By the end of Grade 10, the student will be able to:

- 10.LA.2.3.1 Read and respond to literature from a variety of genres.
- 10.LA.2.3.2 Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy.
- 10.LA.2.3.3 Explain the author's point of view and interpret how it influences the text.
- 10.LA.2.3.4 Compare works that express a universal theme and provide evidence to support the views expressed in each work.
- 10.LA.2.3.5 Analyze ways in which authors use imagery, figures of speech, and the "sound" of language for effect.
- 10.LA.2.3.6 Compare and contrast authors' styles on the basis of such elements as word choice and sentence syntax.

Standard 3: Writing Process

Students use all five steps of the writing process. Emphasis areas include revising drafts for content, effective transitions, and precise word choice.

Goal 3.1: Acquire Prewriting Skills

Objective(s): By the end of Grade 10, the student will be able to:

- 10.LA.3.1.1 Generate ideas using a variety of strategies.
- 10.LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing.
- 10.LA.3.1.3 Apply organizational strategies to plan writing.
- 10.LA.3.1.4 Match format to purpose and audience.
- 10.LA.3.1.5 Produce a piece of writing within a set period of time.

Goal 3.2: Acquire Skills for Writing a Draft

Objective(s): By the end of Grade 10, the student will be able to:

- 10.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft.
- 10.LA.3.2.2 Sequence ideas in a cohesive, meaningful order.

Goal 3.3: Acquire Skills for Revising a Draft

Objective(s): By the end of Grade 10, the student will be able to:

- 10.LA.3.3.1 Revise draft for meaning, clarity, and effective organization.
- 10.LA.3.3.2 Add relevant details and delete irrelevant or redundant information.
- 10.LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization.
- 10.LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style.
- 10.LA.3.3.5 Use literary models to refine writing style.
- 10.LA.3.3.6 Conference with others to improve writing.

Goal 3.4: Acquire Skills for Editing a Draft

Objective(s): By the end of Grade 10, the student will be able to:

- 10.LA.3.4.1 Use editing marks to indicate errors in conventions.
- 10.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors.

Goal 3.5: Acquire Skills to Publish Writing

Objective(s): By the end of Grade 10, the student will be able to:

- 10.LA.3.5.1 Publish improved draft.
- 10.LA.3.5.2 Share writing with intended audience.
- 10.LA.3.5.3 Use appropriate technology to produce a final draft.

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis is on technical writing.

Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills

Objective(s): By the end of Grade 10, the student will be able to:

- 10.LA.4.1.1 Write narratives or short stories that describe the specific actions, movements, gestures, and feelings of the characters.
- 10.LA.4.1.2 Write original creative works including prose and poetry.

Goal 4.2: Acquire Expository (Informational/ Research) Writing Skills

Objective(s): By the end of Grade 10, the student will be able to:

- 10.LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs.
- 10.LA.4.2.2 Write a research report that includes a thesis, provides relevant support, and documents sources.
- 10.LA.4.2.3 Write résumés, cover letters, and job applications.

Goal 4.3: Acquire Persuasive Writing Skills

Objective(s): By the end of Grade 10, the student will be able to:

- 10.LA.4.3.1 Write persuasive compositions that use specific rhetorical devices to support assertions (e.g., appealing to logic thorough reasoning; appealing to emotion or ethical belief; or relating a personal anecdote or analogy).

Goal 4.4: Acquire Skills for Literary Response

Objective(s): By the end of Grade 10, the student will be able to:

- 10.LA.4.4.1 Write responses to literature that demonstrate an understanding of literary elements such as plot, theme, characterization, tone, style, foreshadowing, and figurative language.
- 10.LA.4.4.2 Write responses to literature that demonstrate an awareness and appreciation of a variety of authors' styles.

Standard 5: Writing Components

Students focus on the elements of effective writing. These elements include sentence fluency, word choice, and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students identify and apply the correct use of major conventions.

Goal 5.1: Acquire Handwriting Skills

No objectives at this grade level.

Goal 5.2: Acquire Spelling Skills

No objectives at this grade level.

Goal 5.3: Acquire Skills for Sentence Structure

Objective(s): By the end of Grade 10, the student will be able to:

- 10.LA.5.3.1 Apply correct and varied sentence types in writing.
- 10.LA.5.3.2 Edit for agreement, word usage, parallel structure, and fluency.

Goal 5.4: Acquire Skills for Using Conventions

Objective(s): By the end of Grade 10, the student will be able to:

- 10.LA.5.4.1 Demonstrate in writing the correct use of conventions emphasizing pronoun/antecedent agreement, subject/verb agreement, adjective/adverb usage, verb tense, verbals, appositives, compound-complex sentences, clauses, and parallel structure.
- 10.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization.

Standard 6: Communication

Goals and objectives for this standard included in Grade 9-12 Speech.