

# LANGUAGE ARTS

## Grade Ten

2010



Office of Curriculum  
Montgomery County Public Schools

### Communication: Speaking, Listening, Media Literacy

- 10.1** The student will participate in, collaborate in, and report on small-group learning activities.
- Assume responsibility for specific group tasks.
  - Collaborate in the preparation or summary of the group activity.
  - Include all group members in oral presentation.
  - Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.
  - Demonstrate the ability to work effectively with diverse teams to accomplish a common goal.
  - Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
  - Access, critically evaluate, and use information accurately to solve problems.
  - Evaluate one's own role in preparation and delivery of oral reports.
  - Use a variety of strategies to listen actively.
  - Analyze and interpret other's presentations.
  - Evaluate effectiveness of group process in preparation and delivery of oral reports.
- 10.2** The student will analyze, produce, and examine similarities and differences between visual and verbal media messages.
- Use media, visual literacy, and technology skills to create products.
  - Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.
  - Determine the author's purpose and intended effect on the audience for media messages.
  - Identify the tools and techniques used to achieve the intended focus.

### Reading

- 10.3** The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.
- Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
  - Use context, structure, and connotations to determine meanings of words and phrases.
  - Discriminate between connotative and denotative meanings and interpret the connotation.
  - Identify the meaning of common idioms.
  - Identify literary and classical allusions and figurative language in text.
  - Extend general and specialized vocabulary through speaking, reading, and writing.
  - Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.
- 10.4** The student will read, comprehend, and analyze literary texts of different cultures and eras.
- Identify main and supporting ideas.
  - Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.
  - Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
  - Analyze the cultural or social function of literature.
  - Identify universal themes prevalent in the literature of different cultures.
  - Examine a literary selection from several critical perspectives.
  - Explain the influence of historical context on the form, style, and point of view of a literary text.
  - Evaluate how an author's specific word choices, syntax, tone,

- and voice shape the intended meaning of the text, achieve specific effects and support the author's purpose.
- Compare and contrast literature from different cultures and eras.
  - Distinguish between a critique and a summary.
  - Compare and contrast how rhyme, rhythm, sound, imagery, style, form, and other literary devices convey a message and elicit a reader's emotions.
  - Compare and contrast character development in a play to characterization in other literary forms.
  - Use reading strategies to monitor comprehension throughout the reading process.

- 10.5** The student will read, interpret, analyze, and evaluate nonfiction texts.
- Identify text organization and structure.
  - Recognize an author's intended audience and purpose for writing.
  - Skim manuals or informational sources to locate information.
  - Compare and contrast informational texts.
  - Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.
  - Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
  - Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
  - Use reading strategies throughout the reading process to monitor comprehension

### Writing

- 10.6** The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.
- Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.
  - Synthesize information to support the thesis.
  - Elaborate ideas clearly through word choice and vivid description.
  - Write clear and varied sentences, clarifying ideas with precise and relevant evidence.
  - Organize ideas into a logical sequence using transitions.
  - Revise writing for clarity of content, accuracy, and depth of information.
  - Use computer technology to plan, draft, revise, edit, and publish writing.
- 10.7** The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- Distinguish between active and passive voice.
  - Apply rules governing use of the colon.
  - Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.
  - Differentiate between in-text citations and works cited on the bibliography page.
  - Analyze the writing of others.
  - Describe how the author accomplishes the intended purpose of a piece of writing.
  - Suggest how writing might be improved.
  - Proofread and edit final product for intended audience and purpose.

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### Research

- 10.8** The student will collect, evaluate, organize, and present information to create a research product.
- a) Use technology as a tool to research, organize, evaluate, synthesize, and communicate information.
  - b) Develop the central idea or focus.
  - c) Verify the accuracy, validity, and usefulness of information.
  - d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
  - e) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
  - f) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.