

## Morriton High School Curriculum Map

### Grade 10 English Language Arts

#### *SLEs to be addressed each Nine Weeks*

#### **Enduring Understandings:**

1. Students read a wide range of print and non-print texts, including literature from many periods and genres, to build an understanding of the human experience.
2. Students apply a wide range of reading strategies to comprehend, interpret, evaluate and appreciate texts.
3. Students employ a wide range of writing strategies and different process elements to communicate with different audiences for a variety of purposes.
4. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
5. Students use a variety of technological and informational resources to gather, evaluate, and synthesize data and to create and communicate knowledge.
6. Students develop an understanding and respect for linguistic diversity and use their first language to develop competency in the English language arts and content across the curriculum.

#### **Ongoing Student Learning Expectations**

#### **Essential Question: What strategies can be used to improve reading comprehension and to gain deeper understanding of a text?**

AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
CONTENT STANDARD/ Student Learning Expectations (SLE)				
R.9.10.2 Interpret specific ways an author accomplishes purpose, including organization, narrative and persuasive techniques, style, literary forms or genre, portrayal of themes, tone, and intended audience	Analyze specific ways an author accomplishes purpose, including organization, narrative and persuasive techniques, style, literary forms or genre, portrayal of themes, tone, and intended audience	*analyze the ways the author uses organization, narrative and persuasive techniques, style, literary forms or genre, portrayal of themes, tone, and intended audiences to achieve his or her purpose	narrative style genre tone	
R.9.10.3 Apply appropriate strategies to aid comprehension, including skimming, scanning, note-taking, outlining, questioning, creating graphic organizers, and annotating	Apply appropriate strategies to aid comprehension, including skimming, scanning, note-taking, outlining, questioning, creating graphic organizers, and annotating	*apply appropriate strategies to aid comprehension, including skimming, scanning, note-taking, outlining, questioning, creating graphic organizers, and annotating	graphic organizers annotative	

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AR Department of Education				
CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
R.9.10.5 Draw inferences from a passage (including conclusions, generalizations, and predictions) and support them with text evidence	Draw inferences from a passage (including conclusions, generalizations, and predictions) and support them with text evidence	*draw inferences from a passage *support inferences using examples from the text as support	inferences	
R.9.10.7 Summarize and paraphrase, and critique structures in informational and literary texts, including relationships among concepts, and details, and visual components	A. Summarize and paraphrase informational and literary text B. Critique structures in informational and literary text	*summarize and paraphrase informational and literary text using a variety of techniques (i.e., identify important details, determine key words and statements, highlight, separate relevant and extraneous information) *identify different structures in informational and literary texts. (i.e., compare/contrast, problem/solution, cause/effect, etc.) *evaluate the effectiveness of different structures in informational and literary texts	paraphrase critique informational text literary texts	
<b>Ongoing Student Learning Expectations</b>				
<b>Essential Question: How will developing a better vocabulary improve reading and writing?</b>				
R.11.10.1 Expand appropriate vocabulary through reading, listening, and discussing usage	Expand appropriate vocabulary through reading, listening, and discussing usage	*expand appropriate vocabulary through reading, listening, and discussing usage		
R.11.10.2 Use context clues, Greek and Latin roots, prefixes, and suffixes, and cognates to determine meanings	Use context clues, Greek and Latin roots, prefixes, and suffixes, and cognates to determine meanings	*identify Greek and Latin roots, prefixes, suffixes and cognates *utilize root words, prefixes, suffixes, and cognates in determining meaning *explains how to determine word meaning based on context *use context clues, Greek and Latin roots, prefixes, and suffixes, and cognates to determine meanings	roots prefix suffix cognates	
R.11.10.3 Use reference materials including glossary, dictionary, thesaurus, and available technology to apply precise meaning and usage of words	Use reference materials including glossary, dictionary, thesaurus, and available technology to apply precise meaning and usage of words	*use reference materials including glossary, dictionary, thesaurus, and available technology to apply precise meaning and usage of words	glossary thesaurus	
R.11.10.4 Recognize the connotative power of words	Explain the connotative power of words	*distinguish between connotation and denotation *explain the connotative power of words	connotative	

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CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
<b>Ongoing Student Learning Expectations</b>				
<b>Essential Question: How does a writer exhibit effective use of the components of the writing process?</b>				
W.4.10.1 Apply appropriate pre-writing strategies to address purpose and audience with emphasis on description	Apply appropriate pre-writing strategies to address purpose and audience with emphasis on description	*define and explain elements of descriptive writing, as opposed to persuasive, expository, and narrative writing *identify audience *identify purpose *identify various pre-writing strategies and their advantages *apply appropriate pre-writing strategies to address purpose and audience with emphasis on description	pre-writing	
W.4.10.2 Communicate clearly the purpose of the writing	Communicate clearly the purpose of the writing	*establish a clear purpose for writing in a thesis statement	thesis	
W.4.10.3 Write clear and varied sentences	A. Write clear sentences B. Write varied sentences	*identify types of sentences (i.e., declarative, imperative, interrogative and exclamatory) *identify sentence structure (i.e., simple, compound, complex and compound-complex) *construct clear and varied sentences		
W.4.10.4 Elaborate ideas clearly and accurately through word choice, vivid description, and selected information	Elaborate ideas clearly and accurately through word choice, vivid description, and selected information	*define elaboration *choose words with clear meanings *recognize vivid description in writing *choose relevant information *use vivid description in writing	elaborate	
W.4.10.5 Adapt content vocabulary, voice, and tone to audience, purpose and situation	Adapt content vocabulary, voice, and tone to audience, purpose and situation		voice tone	
W.4.10.6 Arrange paragraphs into a logical progression with appropriate transition	Organize paragraphs into a logical progression and use appropriate transitions to move from paragraph to paragraph	*identify logical progression of ideas *arrange paragraphs to reflect a logical progression *use appropriate transition words	transition logical progression	
W.4.10.14 Use available technology for all aspects of the writing process	Pre-write, draft, revise, edit and publish using available technology	*utilize available technology for pre-writing, drafting, revising, editing, and publishing		

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CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
W.5.10.8 Write on demand to a specified prompt within a given time frame	Write on demand to a specified prompt within a given time frame	*develop time management plan in order to complete a piece of writing within a limited time frame *analyze prompt to determine purpose, audience and form *analyze prompt to determine parts of the prompt that must be addressed *determine rhetorical strategies to be used (W.5.10.4) *write on demand for a specific amount of time		
W.5.10.9 Write across the curriculum	Write across the curriculum	*explain the role writing plays in curricula other than English *examine a variety of writings from various curriculum areas and recognize the difference of style, purpose, and vocabulary *differentiate essential vocabulary in different subject area writings *identify commonalities in all writing *write in other academic and/or content areas		
<b>Ongoing Student Learning Expectations</b>				
<b>Essential Question: How does using standard English conventions affect the clarity and meaning of a writing assignment?</b>				
W.4.10.10 Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions	Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions	*apply the usage rules of standard English *apply rules for appropriate conventions *use resources and reference materials (i.e. thesaurus, dictionary) to edit for effective and precise language	inflections conventions	
W.4.10.11 Apply grammatical conventions for capitalization, punctuation, formatting, and spelling	Apply grammatical conventions for capitalization, punctuation, formatting, and spelling	*apply the mechanics rules of standard English to edit for capitalization, punctuation, formatting, and spelling	formatting	

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CONTENT STANDARD/ Student Learning Expectations (SLE)				
W.6.10.2 Apply usage rules in all formal writing -subject/verb agreement -pronoun agreement -misplaced modifiers -pronoun case -objective complement	Apply usage rules in all formal writing -subject/verb agreement -pronoun agreement -misplaced modifiers -pronoun case -objective complement	*construct sentences using correct subject-verb agreement *construct sentences with correct pronoun case and agreement *correct misplaced modifiers *construct sentences with correct objective complement usage	usage formatting complements	
W.6.10.4 Apply conventional spelling to all pieces	Apply conventional spelling to all pieces	*proofread and correct sentences containing misspelled words *apply conventional spelling to all pieces		
W.6.10.5 Apply conventional rules of capitalization in writing	Apply conventional rules of capitalization in writing	*identify capitalization errors in writing *proofread and correct sentences containing capitalization errors *apply conventional rules of capitalization in writing		
W.6.10.6 Apply the punctuation rules appropriately in writing	Apply the punctuation rules appropriately in writing	*identify punctuation errors in writing *proofread and correct sentences containing punctuation errors *apply conventional rules of punctuation in writing		
<b>Ongoing Student Learning Expectations</b>				
<b>Essential Question: How does a writer use revision to enhance content and style?</b>				
W.4.10.7 Revise content of writing for central idea, elaboration, unity, and organization	Revise content of writing for central idea, elaboration, unity, and organization	*analyze personal writing for central idea, elaboration, unity, and organization *evaluate personal writing for strengths and weaknesses of central idea, elaboration, unity, and organization *revise content for central idea, elaboration, unity, and organization	rubric	
W.4.10.8 Revise style of writing for selected vocabulary, selected information, sentence variety, tone and voice	Revise style of writing for selected vocabulary, selected information, sentence variety, tone and voice	*differentiate between general and precise vocabulary *delete redundant and irrelevant information *vary sentence structure (i.e. simple, compound, complex and compound-complex) and types of sentences (i.e. imperative, interrogative, etc.) *revise for strong voice and tone	refine	

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AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
CONTENT STANDARD/ Student Learning Expectations (SLE)				
W.4.10.9 Revise sentence formation in writing for completeness, coordination, subordination, standard word order and absence of fused sentences	Revise sentence formation in writing for completeness, coordination, subordination, standard word order and absence of fused sentences	*analyze elements of syntax *analyze compound structures or coordination *analyze dependent and independent clauses *analyze appropriate word order *revise for effective word order and sentence structures (i.e., simple, compound, complex, and compound-complex)	fused sentences syntax coordination subordination	
W.4.10.12 Refine selected pieces frequently to publish for intended audiences and purposes	Refine selected pieces frequently to publish for intended audiences and purposes	*evaluate body of work to determine pieces to select for publication *use revising and editing methods (i.e., peer editing, conferencing) to create finished products *refine selected pieces frequently to publish for intended audiences and purposes	refine	
<b>Ongoing Student Learning Expectations</b>				
<b>Essential Question: How do effective writers use the writing process to produce a polished work?</b>				
W.4.10.13 Maintain a writing portfolio that exhibits growth and reflection in the progress of meeting goals and expectations	Maintain a writing portfolio that exhibits growth and reflection in the progress of meeting goals and expectations	*establish goals for growth as a writer *produce various types of writing *evaluate and reflect upon progress in meeting individual goals *maintain a writing portfolio that exhibits growth and reflection in the progress of meeting goals and expectations		
W.7.10.9 Evaluate own writing and others' writing to determine how writing achieves its purpose, ask for feedback, and respond to classmates' writing	Evaluate own writing to determine how writing achieves its purpose, ask for feedback, and respond to classmates' writing	*evaluate writing to determine how writing achieves its purpose *use feedback to respond to classmates' writing		
<b>Ongoing Student Learning Expectations</b>				
<b>Essential Question: How do readers and writers effectively express ideas and present information found in various genres?</b>				
OV.1.10.1 Create, present, and adjust oral language to audience and appropriately apply the rules of standard English				

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CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
OV.1.10.2 Prepare and participate in informal discussions and activities, such as oral presentations, group discussions/work teams, and debates that -exhibit a logical structure appropriate to the audience, context, and purpose -maintain focus -include transitions -provide coherent conclusions -employ proper eye contact, speaking rate, and gestures -emphasize volume, enunciation, and inflection to communicate ideas effectively -build on the ideas of others by contributing relevant information in group discussions				
OV.1.10.3 Use appropriate visual aids in presentations				
OV.1.10.4 Perform a variety of speaking activities such as scenes from a play, oral book reports, monologues, memorization of lines, character analysis, literary reviews, and excerpts from speeches				
<b>Ongoing Student Learning Expectations</b>				
<b>Essential Question: How can effective listening and viewing support critical and constructive engagement?</b>				
OV.2.10.1 Interpret oral readings from literary and informational texts				
OV.2.10.2 Identify barriers to listening and generate methods to overcome them				
OV.2.10.3 Critique oral communications for false assumptions, errors, loaded terms, and sarcasm				

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CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
OV.2.10.4 Demonstrate critical listening skills and productive participation in self-directed work teams for a particular purpose to include -extracting essential information from others' input -contributing relevant information or ideas in group discussions -evaluating the range and quality of evidence used to support or oppose and argument				

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CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
<b>FIRST NINE WEEKS</b> <b>Student Learning Expectations to be Addressed the First Nine Weeks</b>				
<b>Note: Refer to Ongoing Student Learning Expectations to be Addressed Each Nine Weeks</b>				
<b>First Nine Weeks: Writing</b>				
<b>Essential Question: How does using proper grammar affect the clarity and meaning of a writing assignment?</b>				
W.6.10.1 Use verbals and verbal phrases to achieve sentence conciseness and variety	Use verbals and verbal phrases to achieve sentence conciseness and variety	*demonstrate knowledge of infinitives, gerunds, and participles *explain how use of verbals can enhance conciseness *write a variety of sentences that include verbals and verbal phrases that reflect conciseness	verbals verbal phrases conciseness	
W.6.10.2 Apply usage rules in all formal writing -subject/verb agreement -pronoun agreement -misplaced modifiers -pronoun case -objective complement	Apply usage rules in all formal writing -subject/verb agreement -pronoun agreement -misplaced modifiers -pronoun case -objective complement	*construct sentences using correct subject-verb agreement *construct sentences with correct pronoun case and agreement *correct misplaced modifiers *construct sentences with correct objective complement usage	usage formatting complements	
W.6.10.3 Demonstrate appropriate use of active and passive voice	Demonstrate appropriate use of active and passive voice	*identify situations in which use of passive voice is appropriate *identify situations in which use of active voice is appropriate *demonstrate appropriate use of active and passive voice	active voice passive voice	
<b>Essential Question: How does an effective writer maintain a controlling idea throughout a paper?</b>				
W.5.10.1 Adjust levels of formality, style, and tone when composing for different audiences	Adjust levels of formality, style, and tone when composing for different audiences	*analyze style, tone and audience. *evaluate the effect of formality, style, and tone on written work *adjust levels of formality, style, and tone when composing for different audiences	formality style	

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<p>W.5.10.4 Write using rhetorical strategies with special emphasis on <b>exemplification</b>, <b>process/analysis</b>, comparison/contrast, and argumentation/persuasion that demonstrate logic</p>	<p>Use rhetorical strategies with special emphasis on exemplification, process/analysis, comparison/contrast, and argumentation/persuasion that demonstrate logic</p>	<p>*analyze rhetorical strategies: exemplification, process analysis, comparison/contrast and argumentation/persuasion *define logic *write compositions that demonstrate logic for each of the rhetorical strategies</p>	<p>rhetorical strategies exemplification process/analysis argumentation persuasion</p>	
<p>W.5.10.7 Write responses to literature that -articulate the significant ideas of literary works -support important ideas and viewpoints with evidence from the text -demonstrate awareness of the author's use of stylistic and literary devices -recognize conflicts (character dilemmas) as revealed by characters' motivations and behaviors</p>	<p>Write responses to literature that -articulate the significant ideas of literary works -support important ideas and viewpoints with evidence from the text -demonstrate awareness of the author's use of stylistic and literary devices -recognize conflicts (character dilemmas) as revealed by characters' motivations and behaviors</p>	<p>*analyze the literary text *compose responses to literature that articulate the significant ideas of a literary work *compose responses to literature that support important ideas and viewpoints with evidence from text *compose responses to literature that demonstrate awareness of the author's use of stylistic and literary devices *compose responses to literature that recognize conflicts (character dilemmas) as revealed by characters' motivations and behaviors</p>	<p>viewpoint stylistic devices literary devices dilemmas</p>	
<p>W.7.10.2 Use a variety of sentence structures, types, and lengths to contribute to fluency and interest</p>	<p>Use a variety of sentence structures, types, and lengths to contribute to fluency and interest</p>	<p>*explain fluency *explain how variety of sentence structures, types, and lengths contribute to fluency and interest *identify examples of effective sentence variety *evaluate own writing to determine syntactical patterns *use a variety of sentence structures, types, and lengths to contribute to fluency and interest</p>	<p>fluency sentence structure syntactical patterns</p>	
<p>W.7.10.3 Use such elements of discourse as purpose, speaker, audience, and form when completing narrative, expository, or descriptive writing assignments</p>	<p>Use such elements of discourse as purpose, speaker, audience, and form when completing narrative, expository, or descriptive writing assignments</p>	<p>*explain difference in purpose, speaker, audience, and form in narrative, expository, and descriptive writing *use such elements of discourse as purpose, speaker, audience, and form when completing narrative, expository, or descriptive writing assignments *evaluate effective use of discourse elements</p>		

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CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
W.7.10.4 Demonstrate organization, unity, and coherence by using embedded transitions and sequencing	Demonstrate organization, unity, and coherence by using embedded transitions and sequencing	*analyze examples of effective organization, unity, and coherence *identify examples of embedded transitions *evaluate own writing for effective organization, unity, and coherence *demonstrate organization, unity, and coherence by using direct transitions and sequencing		
W.7.10.5 Use extension and elaboration to develop an idea emphasizing the use of participial phrases	Use extension and elaboration to develop an idea, emphasizing the use of participial phrases	*identify examples of effective use of participial phrases *evaluate writing for use of extension and elaboration *demonstrate how participial phrases can be used to extend and elaborate on an idea *use extension and elaboration to develop an idea, emphasizing the use of participial phrases	participial phrases	
W.7.10.6 Distinguish between and use concrete and commentary information for elaboration	Distinguish between and use concrete information and commentary for elaboration	*compare and contrast commentary and concrete information *identify examples of effective use of concrete information *identify examples of effective use of commentary *evaluate writing for use of commentary and concrete information	concrete information commentary	
W.7.10.7 Use precise word choices that convey specific meaning	Use precise word choices that convey specific meaning	*analyze precise word choices in writing *analyze the relationship of precise word choices to specific meaning *evaluate writing for use of precise word choice *use precise word choices that convey specific meaning		
W.7.10.8 Demonstrate voice in formal and informal writing	Demonstrate voice in formal and informal writing	*explain how writers create voice *evaluate writing for effective use of voice *demonstrate voice in formal and informal writing		

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AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
CONTENT STANDARD/ Student Learning Expectations (SLE)				
<b>First Nine Weeks: Reading</b>				
<b>Essential Question: What strategies can be used to improve reading comprehension and to gain deeper understanding of a text?</b>				
R.9.10.1 Examine author's purpose by connecting own background knowledge, including personal experience and perspectives shaped by age, gender, or national origin	Analyze author's purpose by connecting own background knowledge, including personal experience and perspectives shaped by age, gender, or national origin, to examine author's purpose	*analyze author's purpose by connecting own background knowledge, including personal experience and perspectives shaped by age, gender, or national origin, to examine author's purpose	perspectives	
<b>First Nine Weeks: Reading</b>				
<b>Essential Question: What strategies can be used to analyze narrative writing?</b>				
R.9.10.9 Analyze techniques used to convey point of view or impressions, including language, organization, tone, and context	Analyze techniques used to convey point of view or impressions, including language, organization, tone, and context	*explain techniques writers use to convey point of view *analyze techniques used to convey point of view or impressions, including language, organization, tone, and context	point of view	
R.9.10.10 Examine author's purpose in choosing a point of view (i.e., humor, suspense, satire, etc.)	Examine author's purpose in choosing a point of view (i.e., humor, suspense, satire, etc.)	*explain the advantages of choosing one particular point of view over another depending on the type of writing *analyze why an author would choose a point of view for a specific piece of writing	satire	
R.10.10.19 Read a variety of literary and content prose including selections from American, British, and/or world literature	Read a variety of literary and content prose including selections from American, British, and/or world literature	*read a variety of literary and content prose including selections from American, British, and/or world literature		
R.10.10.20 Explain the influence of historical context on the form, style, and point of view of a written work	Explain the influence of historical context on the form, style, and point of view of a written work	*analyze the form, style, and point of view in a written work *explain the influence of historical context on the form, style, and point of view of a written work		
R.10.10.23 Recognize the impact of diction, imagery, style, and figurative language on tone, mood, and theme, using literary terminology	Identify the impact of diction, imagery, style, and figurative language on tone, mood, and theme, using literary terminology	*identify diction, imagery, style, and figurative language on tone, mood, and theme in a given text *analyze impact of diction, imagery, style and figurative language on tone, mood, theme in a given text	diction imagery theme	

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CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
<b>SECOND NINE WEEKS</b> <b>Student Learning Expectations to be Addressed the Second Nine Weeks</b>				
<b><i>Note: Refer to Ongoing Student Learning Expectations to be Addressed Each Nine Weeks</i></b>				
<b>Second Nine Weeks: Writing</b>				
<b>Essential Question: How does using proper grammar affect the clarity and meaning of a writing assignment?</b>				
W.6.10.1 Use verbals and verbal phrases to achieve sentence conciseness and variety	Use verbals and verbal phrases to achieve sentence conciseness and variety	*demonstrate knowledge of infinitives, gerunds, and participles *explain how use of verbals can enhance conciseness *write a variety of sentences that include verbals and verbal phrases that reflect conciseness	verbals verbal phrases conciseness	
W.6.10.3 Demonstrate appropriate use of active and passive voice	Demonstrate appropriate use of active and passive voice	*identify situations in which use of passive voice is appropriate *identify situations in which use of active voice is appropriate *demonstrate appropriate use of active and passive voice	active voice passive voice	
<b>Essential Question: How does a writer choose an organizational structure to best express his topic and purpose and maintain a controlling idea throughout a paper?</b>				
W.5.10.1 Adjust levels of formality, style, and tone when composing for different audiences	Adjust levels of formality, style, and tone when composing for different audiences	*analyze style, tone and audience. *evaluate the effect of formality, style, and tone on written work *adjust levels of formality, style, and tone when composing for different audiences	formality style	
W.5.10.2 Write short stories that -communicate the significance of the events and characters -specify scenes and incidents in specific places -describe using sensory details -pace time and mood -maintain consistency in point of view	Write short stories that include the following elements -significant events and characters -specific scenes and incidents -sensory details -pacing and mood -consistent point of view	*write scenes that develop significant characters and events *create specific scenes and incidents *describe using sensory details *pace time and mood *maintain consistency in point of view	sensory details mood consistency point of view	

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CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
<p>W.5.10.3 Write expository compositions, including <b>analytical essays</b>, and research reports that -assemble and convey evidence in support of the thesis -make distinctions between the relative value and significance of data, facts, and ideas</p>	<p>Write expository compositions, including analytical essays, and research reports that -gather and relate evidence in support of the thesis -assess the difference between the relative value and significance of data, facts, and ideas</p>	<p>*analyze elements of expository writing as opposed to persuasive, descriptive, and narrative writing *create a thesis *determine information relevant to thesis *research information *categorize information *write compositions</p>	<p>expository analytical relative value</p>	
<p>W.5.10.4 Write using rhetorical strategies with special emphasis on exemplification, process/analysis, <b>comparison/contrast, and argumentation/persuasion</b> that demonstrate logic</p>	<p>Use rhetorical strategies with special emphasis on exemplification, process/analysis, comparison/contrast, and argumentation/persuasion that demonstrate logic</p>	<p>*analyze rhetorical strategies: exemplification, process analysis, comparison/contrast and argumentation/persuasion *define logic *write compositions that demonstrate logic for each of the rhetorical strategies</p>	<p>rhetorical strategies exemplification process/analysis argumentation persuasion</p>	
<p>W.5.10.7 Write responses to literature that -articulate the significant ideas of literary works -support important ideas and viewpoints with evidence from the text -demonstrate awareness of the author's use of stylistic and literary devices -recognize conflicts (character dilemmas) as revealed by characters' motivations and behaviors</p>	<p>Write responses to literature that -articulate the significant ideas of literary works -support important ideas and viewpoints with evidence from the text -demonstrate awareness of the author's use of stylistic and literary devices -recognize conflicts (character dilemmas) as revealed by characters' motivations and behaviors</p>	<p>*analyze the literary text *compose responses to literature that articulate the significant ideas of a literary work *compose responses to literature that support important ideas and viewpoints with evidence from text *compose responses to literature that demonstrate awareness of the author's use of stylistic and literary devices *compose responses to literature that recognize conflicts (character dilemmas) as revealed by characters' motivations and behaviors</p>	<p>viewpoint stylistic devices literary devices dilemmas</p>	
<p>W.7.10.2 Use a variety of sentence structures, types, and lengths to contribute to fluency and interest</p>	<p>Use a variety of sentence structures, types, and lengths to contribute to fluency and interest</p>	<p>*explain fluency *explain how variety of sentence structures, types, and lengths contribute to fluency and interest *identify examples of effective sentence variety *evaluate own writing to determine syntactical patterns *use a variety of sentence structures, types, and lengths to contribute to fluency and interest</p>	<p>fluency sentence structure syntactical patterns</p>	

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<p>W.7.10.3 Use such elements of discourse as purpose, speaker, audience, and form when completing narrative, expository, or descriptive writing assignments</p>	<p>Use such elements of discourse as purpose, speaker, audience, and form when completing narrative, expository, or descriptive writing assignments</p>	<p>*explain difference in purpose, speaker, audience, and form in narrative, expository, and descriptive writing *use such elements of discourse as purpose, speaker, audience, and form when completing narrative, expository, or descriptive writing assignments *evaluate effective use of discourse elements</p>		
<p>W.7.10.4 Demonstrate organization, unity, and coherence by using embedded transitions and sequencing</p>	<p>Demonstrate organization, unity, and coherence by using embedded transitions and sequencing</p>	<p>*analyze examples of effective organization, unity, and coherence *identify examples of embedded transitions *evaluate own writing for effective organization, unity, and coherence *demonstrate organization, unity, and coherence by using direct transitions and sequencing</p>		
<p>W.7.10.5 Use extension and elaboration to develop an idea emphasizing the use of participial phrases</p>	<p>Use extension and elaboration to develop an idea, emphasizing the use of participial phrases</p>	<p>*identify examples of effective use of participial phrases *evaluate writing for use of extension and elaboration *demonstrate how participial phrases can be used to extend and elaborate on an idea *use extension and elaboration to develop an idea, emphasizing the use of participial phrases</p>	<p>participial phrases</p>	
<p>W.7.10.6 Distinguish between and use concrete and commentary information for elaboration</p>	<p>Distinguish between and use concrete information and commentary for elaboration</p>	<p>*compare and contrast commentary and concrete information *identify examples of effective use of concrete information *identify examples of effective use of commentary *evaluate writing for use of commentary and concrete information</p>	<p>concrete information commentary</p>	
<p>W.7.10.7 Use precise word choices that convey specific meaning</p>	<p>Use precise word choices that convey specific meaning</p>	<p>*analyze precise word choices in writing *analyze the relationship of precise word choices to specific meaning *evaluate writing for use of precise word choice *use precise word choices that convey specific meaning</p>		

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AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
CONTENT STANDARD/ Student Learning Expectations (SLE)				
W.7.10.8 Demonstrate voice in formal and informal writing	Demonstrate voice in formal and informal writing	*explain how writers create voice *evaluate writing for effective use of voice *demonstrate voice in formal and informal writing		
<b>Second Nine Weeks: Reading</b>				
<b>Essential Question: What strategies can be used to improve reading comprehension and to gain deeper understanding of a text and to analyze narrative writing?</b>				
R.9.10.9 Analyze techniques used to convey point of view or impressions, including language, organization, tone, and context	Analyze techniques used to convey point of view or impressions, including language, organization, tone, and context	*explain techniques writers use to convey point of view *analyze techniques used to convey point of view or impressions, including language, organization, tone, and context	point of view	
R.9.10.10 Examine author's purpose in choosing a point of view (i.e., humor, suspense, satire, etc.)	Examine author's purpose in choosing a point of view (i.e., humor, suspense, satire, etc.)	*explain the advantages of choosing one particular point of view over another depending on the type of writing *analyze why an author would choose a point of view for a specific piece of writing	satire	
R.10.10.19 Read a variety of literary and content prose including selections from American, British, and/or world literature	Read a variety of literary and content prose including selections from American, British, and/or world literature	*read a variety of literary and content prose including selections from American, British, and/or world literature		
R.10.10.20 Explain the influence of historical context on the form, style, and point of view of a written work	Explain the influence of historical context on the form, style, and point of view of a written work	*analyze the form, style, and point of view in a written work *explain the influence of historical context on the form, style, and point of view of a written work		
R.10.10.21 Explain similarities and differences of techniques and literary forms represented in the literature of different cultures	Explain similarities and differences of techniques and literary forms represented in the literature of different cultures	*list techniques and literary forms of different cultures represented in literature *analyze similarities and differences of techniques and literary forms represented in the literature of different cultures		
R.10.10.22 Use literary terms to discuss a work	Use literary terms to explain a work	*use literary terms to explain a work		
R.10.10.23 Recognize the impact of diction, imagery, style, and figurative language on tone, mood, and theme, using literary terminology	Identify the impact of diction, imagery, style, and figurative language on tone, mood, and theme, using literary terminology	*identify diction, imagery, style, and figurative language on tone, mood, and theme in a given text *analyze impact of diction, imagery, style and figurative language on tone, mood, theme in a given text	diction imagery theme	

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AR Department of Education				
CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
R.10.10.24 Identify and explain literary elements such as setting, plot, theme, characterization, and narration in a work	A. Identify literary elements such as setting, plot, theme, characterization, and narration in a work B. Explain literary elements such as setting, plot, theme, characterization, and narration in a work	*identify literary elements such as setting, plot, theme, characterization, and narration in a work *exhibit examples of literary elements such as setting, plot, theme, characterization, and narration in a work	setting plot	
R.10.10.25 Analyze the use of irony in a text	Analyze the use of irony in a text	*analyze the use of irony in a text	irony	

AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
CONTENT STANDARD/ Student Learning Expectations (SLE)				
<b>THIRD NINE WEEKS</b> <b>Student Learning Expectations to be Addressed the Third Nine Weeks</b>				
<b>Note: Refer to Ongoing Student Learning Expectations to be Addressed Each Nine Weeks</b>				
<b>Third Nine Weeks: Writing</b>				
<b>Essential Question: How does a writer choose an organizational structure to best express his topic and purpose?</b>				
<p>W.5.10.3 Write expository compositions, including analytical essays, and <b>research reports</b> that -assemble and convey evidence in support of the thesis -make distinctions between the relative value and significance of data, facts, and ideas</p>	<p>Write expository compositions, including analytical essays, and research reports that -gather and relate evidence in support of the thesis -assess the difference between the relative value and significance of data, facts, and ideas</p>	<p>*analyze elements of expository writing as opposed to persuasive, descriptive, and narrative writing *create a thesis *determine information relevant to thesis *research information *categorize information *write compositions</p>	<p>expository analytical relative value</p>	
<p>W.5.10.5 Write a variety of work-related documents such as memos, emails, and correspondence -that follow a customary format, including proper salutation, closing, and signature and create predictable structures through the use of headings, white space, and graphics -address audience needs, stated purpose and context -provide clear, purposeful information that includes relevant information and excludes extraneous information -use appropriate vocabulary, tone, and style -use appropriate strategies, such as providing facts and details, describing and analyzing the subject, and explaining benefits or limitations</p>	<p>Write a variety of work-related documents such as letters of complaint or apology that -use a customary format including proper salutation, closing and signature -create predictable structures through use of headings, white space, and graphics -address audience needs, stated purpose and context -provide clear, purposeful information that includes relevant information and excludes extraneous information -use appropriate vocabulary, tone, and style -use appropriate strategies, such as providing facts and details and/or describing and analyzing the subject</p>	<p>*write a variety of work-related documents, such as letters of complaint or apology *use a customary format, including proper salutation, closing and signature *create predictable structures through use of headings, white space, and graphics *address audience needs, stated purpose, and context *provide clear, relevant information and exclude extraneous information *use appropriate vocabulary, tone, and style *use appropriate strategies, such as providing facts and details and/or describing and analyzing the subject</p>		

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AR Department of Education				
CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
W.7.10.4 Demonstrate organization, unity, and coherence by using embedded transitions and sequencing	Demonstrate organization, unity, and coherence by using embedded transitions and sequencing	*analyze examples of effective organization, unity, and coherence *identify examples of embedded transitions *evaluate own writing for effective organization, unity, and coherence *demonstrate organization, unity, and coherence by using direct transitions and sequencing		
<b>Third Nine Weeks: Inquiry and Research</b>				
<b>Essential Question: How do writers gather, organize, and present information about specific topics?</b>				
IR.12.10.1 Generate open-ended questions to explore and select a topic	Generate open-ended questions to explore and select a topic	*create open-ended questions which will aid in exploring and selecting a topic *create open-ended questions that encourage thought and thorough discussion	open-ended questions	
IR.12.10.2 Establish a focus for research, and design a research plan to answer a set of questions	Establish a focus for research, and design a research plan to answer a set of questions	*determine focus/topic of research *determine goal to be accomplished and/or questions to be answered *identify tasks to be completed *dissect tasks into manageable modules *develop and follow timeline for completion	research plan	
IR.12.10.3 Utilize a variety of research tools to access multiple sources	Utilize a variety of research tools to access multiple sources	*recognize variety of research tools available for research *avoid limiting use of research tools *use a variety of research tools available *understand some sources are more reliable than others		
IR.12.10.4 Use key words to search a database to find specific information	Use key words to search a database to find specific information	*understand there are many routes to obtain information on a particular subject *use a variety of key words to obtain information	database	
IR.12.10.5 Determine the credibility of authors and reliability of sources (i.e., author credentials, author biases, copyright dates, etc.)	Determine the credibility of authors and reliability of sources (i.e., author credentials, author biases, copyright dates, etc.)	*discuss credibility of an author and reliability of sources *analyze multiple text on same topic and determine credibility, reliability of sources, and authors' various conclusions	credibility reliability credentials biases copyright	

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AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
CONTENT STANDARD/ Student Learning Expectations (SLE)				
IR.12.10.6 Use criteria to compare ways to verify the accuracy and usefulness of information by recognizing the use or abuse of ambiguity, contradiction, paradox, irony, incongruencies, and/or overstatement/understatement in multiple texts	Use criteria to compare ways to verify the accuracy and usefulness of information by recognizing ambiguity, contradiction, paradox, irony, incongruencies, and/or overstatement/understatement in multiple texts	*discuss and review ambiguity, contradiction, paradox, irony, incongruencies, and/or overstatement/understatement *identify concepts in multiple texts	ambiguity contradiction paradox irony incongruencies overstatement understatement	
IR.12.10.7 Skim sources to evaluate their usefulness and accuracy	Summarize and critique sources to evaluate their usefulness and accuracy	*discuss validity of various sources *identify legitimate and illegitimate sources	summarize critique skim	
IR.12.10.8 Apply research skills to collect a variety of primary and/or secondary sources	Apply research skills to collect a variety of primary and/or secondary sources	*contrast primary and secondary sources *identify and collect primary and secondary sources for research paper	primary sources secondary sources	
IR.12.10.9 Paraphrase and/or summarize information to avoid plagiarism	Paraphrase and/or summarize information to avoid plagiarism	*identify plagiarism *recognize how to avoid plagiarism in a research paper	plagiarism	
IR.12.10.10 Organize information and use a style manual such as MLA or APA to create -note cards -formal outline -works cited page or resource sheet -thesis statement -parenthetical citations within text	Organize information and use a style manual such as MLA or APA to create -note cards -formal outline -works cited page or resource sheet -thesis statement -parenthetical citations within text	*develop an organizational plan such as an outline *categorize information by aligning note cards to outline or organizational plan *reference style manuals to establish correct format for works cited and parenthetical citation within text *check thesis statement for congruence within outline *correct works cited and parenthetical text citations by using style manual	style manual MLA APA formal outline work cited page parenthetical citations	
IR.12.10.11 Summarize, paraphrase, and/or quote relevant information	Summarize, paraphrase, and/or quote relevant information	*identify distinguishing characteristics of summary and paraphrase *discriminate between relevant and irrelevant quotations *create summaries and paraphrases *integrate summary, paraphrase, and relevant quotes into research document	summarize paraphrase relevant	
IR.12.10.12 Create research products such as -oral presentations -reports -essays that structure ideas in a sustained and logical fashion	Create research products such as -oral presentations -reports -essays that structure ideas in a sustained and logical fashion	*define characteristics of effective oral presentations, reports, and essays *incorporate research to create oral presentations, reports, and essays that use ideas in a logical fashion		

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AR Department of Education	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
CONTENT STANDARD/ Student Learning Expectations (SLE)				
<b>Third Nine Weeks: Reading</b>				
<b>Essential Question: What strategies can be used to aid in comprehension and to acquire deeper understanding of a text?</b>				
R.9.10.4 Research and explain how works of a given period reflect author's background, historical events, and cultural influences	Research and explain how works of a given period reflect author's background, historical events, and cultural influences	*research how works of a given period reflect author's background, historical events, and cultural influences *explain how works of a given period reflect author's background, historical events, and cultural influences		
R.9.10.6 Identify bias in a variety of texts	Identify bias in a variety of texts	*identify bias in a variety of texts	bias	
R.9.10.8 Use logic to evaluate deceptive and/or faulty arguments in persuasive texts	Use logic to evaluate deceptive and/or faulty arguments in persuasive texts	*identify logical fallacies *identify deception *evaluate deceptive and/or faulty arguments in persuasive texts using logic	logic logical fallacies faulty arguments deceptive arguments	
R.9.10.11 Use logic to examine fallacies to determine purpose in both inductive and deductive arguments	Use logic to examine fallacies to determine purpose in both inductive and deductive arguments	*use logic to investigate fallacies in order to determine purpose in both inductive and deductive reasoning	fallacies inductive deductive	
R.9.10.12 Investigate and interpret a position using concepts gained from reading	Analyze and explain a position using concepts gained from reading	*analyze a position using concepts gained from reading *explain a position using concepts gained from reading		
R.10.10.1 Read across the curriculum a variety of such practical texts (informational and technical texts) as advertisements, warranties, manuals, job and career descriptions, and applications	Read across the curriculum a variety of such practical texts (informational and technical texts) as advertisements, warranties, manuals, job and career descriptions, and applications	*read across the curriculum a variety of such practical texts as advertisements, warranties, manuals, job and career descriptions, and applications	practical text warranties	

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AR Department of Education				
CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
<p>R.10.10.2 Interpret and use information in practical texts, informational and technical texts to</p> <ul style="list-style-type: none"> <li>-follow instructions to perform specific tasks, answer questions, or solve problems</li> <li>-identify the main ideas and determine the essential elements that support the main ideas</li> <li>-summarize the texts and explain the relationship of visual components to the texts</li> <li>-distinguish between a summary and a critique</li> <li>-interpret and use information in maps, charts, graphs, time lines, tables, and diagrams</li> <li>-identify interrelationships between and among ideas and concepts within a text</li> <li>-identify and compare information from multiple sources</li> <li>-draw conclusions based on evidence from texts</li> </ul>	<p>Interpret and use information in practical texts, informational and technical texts</p>	<ul style="list-style-type: none"> <li>**follow instructions to perform specific tasks, answer questions, or solve problems</li> <li>*identify the main ideas and determine the essential elements that support the main ideas</li> <li>*summarize the texts and explain the relationship of visual components to the texts</li> <li>*distinguish between a summary and a critique</li> <li>*interpret and use information in maps, charts, graphs, time lines, tables, and diagrams</li> <li>*identify interrelationships between and among ideas and concepts within a text</li> <li>*identify and compare information from multiple sources</li> <li>*draw conclusions based on evidence from texts</li> </ul>	<p>summary critique interrelationships</p>	
<b>Essential Question: How can effective listening and viewing support critical and constructive engagement?</b>				
<b>Essential Question: How does media shape opinion on any given issue?</b>				
<p>OV.3.10.1 Identify features and techniques used by specific media (print and electronic) to inform, such as infographics, sequencing, headlining, and placement</p>				
<p>OV.3.10.2 Demonstrate an understanding of features and techniques used by media for specific effect</p>				
<p>OV.3.10.3 Identify and evaluate propaganda, disinformation, and censorship within a given medium</p>				

AR Department of Education				
CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
<b>FOURTH NINE WEEKS</b> <b>Student Learning Expectations to be Addressed the Fourth Nine Weeks</b>				
<b><i>Note: Refer to Ongoing Student Learning Expectations to be Addressed Each Nine Weeks</i></b>				
<b>Fourth Nine Weeks: Drama, Reading and Writing</b>				
<b>Essential Question: How are dramatic conventions used to accomplish the purpose of the playwright?</b>				
R.10.10.11 Read a variety of dramatic selections, including a classical tragedy	Read a variety of dramatic selections, including a classical tragedy	*read a variety of dramatic selections, including a classical tragedy	tragedy drama	
R.10.10.12 Compare and contrast character development in a play to characterizations in other literary forms	Compare and contrast character development in a play to characterizations in other literary forms	*explain ways in which characters are developed in a play *analyze characterization in a play and short stories, novels, etc. *compare and contrast character development in a play to characterizations in other literary forms		
R.10.10.13 Read and discuss an author's use of dramatic conventions	Explain an author's use of dramatic conventions	*explain the author's use of dramatic conventions	dramatic conventions	
R.10.10.14 Identify the functions of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature	Identify the functions of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature	*identify the functions of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature	dialogue soliloquies asides character foil	
R.10.10.15 Explain the use of asides, soliloquies, and monologues in the development of a single character	Explain the use of asides, soliloquies, and monologues in the development of a single character	*explain the use of asides, soliloquies, and monologues in the development of a single character	monologue	
R.10.10.16 Read and examine the elements of classical tragedy	Read and analyze the elements of classical tragedy	*explain the elements of a classical tragedy *analyze the elements of a classical tragedy		
R.10.10.17 Define and identify the characteristics of a tragic hero	Define and identify the characteristics of a tragic hero	*define tragic hero *identify the characteristics of a tragic hero	tragic hero	

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AR Department of Education				
CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
R.10.10.18 Explain the relationship between the expressed purposes and the characteristics of different forms of dramatic literature	Explain the relationship between the expressed purposes and the characteristics of different forms of dramatic literature	*identify the characteristics of different forms of dramatic literature *explain the purposes of different forms of dramatic literature *explain the relationship between the purposes and the characteristics of different forms of drama	prose	
R.10.10.19 Read a variety of literary and content prose including selections from American, British, and/or world literature	Read a variety of literary and content prose including selections from American, British, and/or world literature	*read a variety of literary and content prose including selections from American, British, and/or world literature		
R.10.10.20 Explain the influence of historical context on the form, style, and point of view of a written work	Explain the influence of historical context on the form, style, and point of view of a written work	*analyze the form, style, and point of view in a written work *explain the influence of historical context on the form, style, and point of view of a written work		
R.10.10.22 Use literary terms to discuss a work	Use literary terms to explain a work	*use literary terms to explain a work		
R.10.10.23 Recognize the impact of diction, imagery, style, and figurative language on tone, mood, and theme, using literary terminology	Identify the impact of diction, imagery, style, and figurative language on tone, mood, and theme, using literary terminology	*identify diction, imagery, style, and figurative language on tone, mood, and theme in a given text *analyze impact of diction, imagery, style and figurative language on tone, mood, theme in a given text	diction imagery theme	
R.10.10.24 Identify and explain literary elements such as setting, plot, theme, characterization, and narration in a work	A. Identify literary elements such as setting, plot, theme, characterization, and narration in a work B. Explain literary elements such as setting, plot, theme, characterization, and narration in a work	*identify literary elements such as setting, plot, theme, characterization, and narration in a work *exhibit examples of literary elements such as setting, plot, theme, characterization, and narration in a work	setting plot	
R.10.10.25 Analyze the use of irony in a text	Analyze the use of irony in a text	*analyze the use of irony in a text	irony	

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AR Department of Education				
CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
<p>W.5.10.7 Write responses to literature that</p> <ul style="list-style-type: none"> <li>-articulate the significant ideas of literary works</li> <li>-support important ideas and viewpoints with evidence from the text</li> <li>-demonstrate awareness of the author's use of stylistic and literary devices</li> <li>-recognize conflicts (character dilemmas) as revealed by characters' motivations and behaviors</li> </ul>	<p>Write responses to literature that</p> <ul style="list-style-type: none"> <li>-articulate the significant ideas of literary works</li> <li>-support important ideas and viewpoints with evidence from the text</li> <li>-demonstrate awareness of the author's use of stylistic and literary devices</li> <li>-recognize conflicts (character dilemmas) as revealed by characters' motivations and behaviors</li> </ul>	<ul style="list-style-type: none"> <li>*analyze the literary text</li> <li>*compose responses to literature that articulate the significant ideas of a literary work</li> <li>*compose responses to literature that support important ideas and viewpoints with evidence from text</li> <li>*compose responses to literature that demonstrate awareness of the author's use of stylistic and literary devices</li> <li>*compose responses to literature that recognize conflicts (character dilemmas) as revealed by characters' motivations and behaviors</li> </ul>	<p>viewpoint stylistic devices literary devices dilemmas</p>	
<b>Fourth Nine Weeks: Poetry, Reading and Writing</b>				
<b>Essential Question: How does the poet use language and form to create an emotional response in the reader?</b>				
<p>R.9.10.13 Identify and categorize figures of speech and sound devices, including extended metaphor, personification, hyperbole, understatement, oxymoron, paradox, and pun</p>	<p>Identify and categorize figures of speech and sound devices, including extended metaphor, personification, hyperbole, understatement, oxymoron, paradox, and pun</p>	<ul style="list-style-type: none"> <li>*identify figures of speech and sound devices</li> <li>*categorize figures of speech and sound devices</li> </ul>	<p>sound devices</p>	
<p>R.10.10.3 Read a variety of lyric poetry, including odes and sonnets</p>	<p>Read a variety of lyric poetry, including odes and sonnets</p>	<ul style="list-style-type: none"> <li>*define lyric poetry</li> <li>*identify lyric poetry including odes and sonnets</li> <li>*read a variety of lyric poetry, including odes and sonnets</li> </ul>	<p>lyric odes sonnet</p>	
<p>R.10.10.4 Recognize and discuss an author's use of poetic conventions and structures, including line, stanza, imagery, rhythm, rhyme, and sound devices</p>	<p>Identify and explain an author's use of poetic conventions and structures, including line, stanza, imagery, rhythm, rhyme, and sound devices</p>	<ul style="list-style-type: none"> <li>*identify an author's use of poetic conventions and structures, including line, stanza, imagery, rhythm, rhyme, and sound devices</li> <li>*explain an author's use of poetic conventions and structures, including line, stanza, imagery, rhythm, rhyme, and sound devices</li> </ul>	<p>poetic conventions</p>	
<p>R.10.10.5 Identify the characteristics of lyric poetry</p>	<p>Identify the characteristics of lyric poetry</p>	<ul style="list-style-type: none"> <li>*identify characteristics of lyric poetry</li> </ul>		

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AR Department of Education				
CONTENT STANDARD/ Student Learning Expectations (SLE)	Objective	Task Analysis	Essential Vocabulary	Materials/Resources
R.10.10.6 Compare and contrast traditional and contemporary works of poets from many cultures	Compare and contrast traditional and contemporary works of poets from many cultures	*compare and contrast traditional and contemporary works of poets from many cultures	traditional contemporary	
R.10.10.7 Examine the author's possible use of persona	Explain the author's possible use of persona	*explain the author's possible use of persona	persona	
R.10.10.8 Compare and contrast techniques poets use to evoke emotion in a reader	Compare and contrast techniques poets use to evoke emotion in a reader	*identify techniques poets use to evoke emotions such as word choice and imagery devices *compare and contrast techniques poets use to evoke emotion in a reader	evoke	
R.10.10.9 Identify examples of words that contribute to tone and voice	Identify examples of words that contribute to tone and voice	*identify examples of words that contribute to tone and voice		
R.10.10.10 Paraphrase and interpret to find the meaning of selected poems, emphasizing the stanza	Paraphrase and interpret to find the meaning of selected poems, emphasizing the stanza	*paraphrase the meaning of selected poems emphasizing the stanza *interpret the meaning of selected poems emphasizing the stanza		
W.5.10.6 Write poems using a range of poetic techniques, forms and figurative language, emphasizing lyric poetry	Write poems using a range of poetic techniques, forms and figurative language, emphasizing lyric poetry	*explain poetic techniques (i.e., rhyme, rhythm, figurative language, and other sound devices) *analyze poetic forms (i.e., haiku, limerick, ballad) *analyze figurative language (simile, metaphor) *define lyric poetry *use appropriate forms, techniques, and figurative language in writing lyric poetry	poetic techniques figurative language lyric poetry	
W.7.10.1 Use figurative language effectively with emphasis on metaphor and symbolism	Use figurative language effectively with emphasis on metaphor and symbolism	*define symbolism *explain relationship of figurative language to meaning *evaluate own writing for effective use of figurative language *use figurative language effectively, with emphasis on metaphor and symbolism	figurative language metaphor symbolism	