

Galway ELA Curriculum Guide
10th Grade

READING:

Standard 1: Students will read, write, listen, and speak for **information and understanding**.

- Locate and use school and public library resources for information and research
 - set purpose for reading by asking questions about what they need to know for their research
- Use specialized reference sources, such as glossaries, directories, and abstracts
- Read and follow written directions and procedures to solve problems and accomplish tasks
 - use workplace documents
- Skim texts to gain an overall impression and scan texts for particular information
 - focus on key words/phrases to generate questions
- Identify and evaluate the reliability and validity of informational sources
- Recognize unstated assumptions
- Distinguish verifiable statement from hypothesis
- Analyze information from different sources, making connections and showing relationships to other texts, ideas, and subjects
 - employ a range of post-reading practices to think about new learning and plan further learning

Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

- Read, view, and interpret texts and performances in every medium (e.g., short stories, novels, plays, film and video productions, poems, and essays) from a wide variety of authors, subjects, and genres
 - build background by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it was written
- Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives
- Read literary criticism to increase comprehension and appreciation of literary texts, with assistance
- Recognize how authors use tone to express their ideas or an attitude toward the subject matter or the audience
- Distinguish between different forms of poetry, such as sonnet, lyric, elegy, narrative, epic, and ode, and recognize how the author uses poetic form to convey message or intent
- Compare a film, video, or stage version of a literary work with the written version
- Read literary texts aloud to convey an interpretation of the work
- Interpret literary texts on the basis of an understanding of the genre and the literary period
- Interpret multiple levels of meaning and subtleties in text
- Recognize relevance of literature to contemporary and/or personal events and situations

Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation**.

- Form opinions and make judgments about the validity of persuasive texts
- Generate a list of significant questions to assist with analysis of text
- Analyze and evaluate nonfiction texts, including
 - determine the writer's perspectives, purposes, and intended audiences
 - determine the reliability and significance of information
 - recognize the format and its significance to content
- Analyze and evaluate poetry in order to recognize the use and effect of
 - sensory imagery
 - figurative language
 - verse form
- Evaluate poetry to recognize the use and effect of verse form
- Analyze and evaluate fiction, including
 - the background in which the text is written
 - the effect created by the author's tone or mood
- Form opinions and make judgments about literary works, by analyzing and evaluating texts from more than one critical perspective, such as cultural and historical
- Select, reject, and reconcile ideas and information in light of beliefs
- Make judgments about the quality of literary texts and performances by applying personal and academic criteria, such as that found in literary criticism

Standard 4: Students will read, write, listen, and speak for **social interaction**.

- Share reading experiences with a peer or adult; for example, read together silently or aloud, or discuss reactions to texts
- Consider the age, gender, social position, and cultural traditions of the writer
- Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication

WRITING:

Standard 1: Students will read, write, listen, and speak for **information and understanding**.

- Use both primary and secondary sources of information for research
- Select and limit topics for informational writing
- Analyze data, facts, and ideas to communicate information
- Take notes and organize information from written and oral texts, such as lectures and interviews
- Use a range of organizational strategies (e.g., clustering, webbing, and mapping) to present information
- Define the meaning of and understand the consequences of plagiarism; investigate school policy
- Use charts, graphs, and diagrams to support and illustrate informational texts
- Maintain a portfolio that includes informational writing

Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

- Write original literary texts
 - use literary devices, such as figurative language, allegory, irony, symbolism, and stream of consciousness
 - create multiple levels of meaning, with assistance
 - use language and sentence structure creatively to elicit the reader's emotional response
- Write interpretive and responsive essays of approximately three pages to
 - express judgments and support them through references to the text, using direct quotations and paraphrase
 - explain how the author's use of literary devices affects meaning
 - examine development and impact of literary elements, such as character (protagonist and antagonist), action (conflict, intrigue, suspense, and climax), and setting (locale and time period), in literary texts and performances
 - compare and contrast the treatment of literary elements in different genres and by more than one author
 - engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
- Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts
- Maintain a portfolio that includes literary, interpretive, and responsive writing

Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation**.

- Articulate one or more perspectives, such as one's own and/or those of a special interest group, to summarize arguments on different sides of issues
- Develop critiques from more than one perspective, such as historical and cultural
- Analyze texts, using resources such as recognized experts, knowledge from school subjects and reading, and personal experience
- Use strategies designed to influence or persuade in writing editorials
- Use telecommunication to participate in Listserv discussion groups
- Maintain a writing portfolio that includes writing for critical analysis and evaluation

Standard 4: Students will read, write, listen, and speak for **social interaction**.

- Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with writing partner(s)
- Respect age, gender, and cultural traditions of the recipient
- Identify and model the social communication techniques of published writers
- Distinguish between the conventions of academic writing and the conventions of email and instant messaging

LISTENING:

Standard 1: Students will read, write, listen, and speak for **information and understanding**.

- Interpret information from media presentations, such as documentary films, news broadcasts, and taped interviews
- Anticipate the speaker's points and assess their validity, with assistance
- Determine the need for more information for clarification
- Synthesize information from different sources by combining or categorizing data and facts
- Recognize appropriate voice, tone, and diction

Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

- Interpret and respond to texts from a variety of genres, authors, and subjects
- Respond to authors' reading and discussing their works
- Recognize features of literary genres in interpreting and responding to presentations of literary texts
- Recognize and respond to historical and contemporary social and cultural conditions in presentation of literary texts
- Identify how format and language are used in presentations to communicate the author's message

Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation**.

- Recognize and acknowledge various perspectives on issues of world concern
- Determine points of view and clarify positions
- Evaluate content and organization of the presentations, applying criteria such as relevance of statements in relation to the topic
- Evaluate the expertise and possible bias of the speaker, in order to judge the validity of the content
- Recognize the use of protocols and traditional practices in debating and public speaking
- Analyze and evaluate information, ideas, options, issues, themes, and experiences from a range of academic and nonacademic presentations, such as speeches, interviews, and editorials

Standard 4: Students will read, write, listen, and speak for **social interaction**.

- Participate as a listener in social conversation with one or more people who are friends, acquaintances, or strangers
- Respect the age, gender, social position, and cultural traditions of the speaker
- Listen for multiple levels of meaning, articulated and unspoken
- Encourage the speaker with appropriate facial expressions and gestures
- Withhold judgment
- Appreciate the speaker's uniqueness

SPEAKING:

Standard 1: Students will read, write, listen, and speak for **information and understanding**.

- Prepare and give presentations to a variety of audiences on a range of informational topics
- Express a point of view, providing supporting facts and details
- Anticipate and acknowledge the listener's points of view
- Ask and respond to probing questions to acquire information

Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

- Describe the features of the genre and the period to interpret and respond to texts
- Use devices such as voice, tone, volume, pitch, rate, rhyme, rhythm, and repetition to create an emotional or aesthetic response

Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation**.

- Express opinions or make judgments about ideas, information, experiences, and issues in literary, scientific, and historical articles and in advertisements
- Articulate personal opinions to clarify stated positions and persuade or influence groups
- Present reasons, examples, and details from sources cited to defend opinions and judgments
- Modify content on the basis of audience response during presentation
- Respond to constructive criticism
- Use visuals and technology to enhance presentation
- Ask and respond to questions to seek clarity or to suggest different perspectives

Standard 4: Students will read, write, listen, and speak for **social interaction**.

- Speak informally with familiar and unfamiliar people, individually and in group settings
- Respect the age, gender, social position, and cultural traditions of the listener
- Use social communication in workplace settings to foster trust and build goodwill
- Respond respectfully