

Groveport Madison Local School District
Tenth Grade Language Arts Content Standards
Planning Sheets

Standard: Acquisition of Vocabulary

1st
9 wks

2nd
9 wks

3rd
9wks

4th
9 wks

	1st 9 wks	2nd 9 wks	3rd 9wks	4th 9 wks
A. Use context clues and text structures to determine the meaning of new vocabulary.				
1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.	✓			
B. Examine the relationships of analogical statements to infer word meanings.				
2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships.			✓	
C. Recognize the importance and function of figurative language.				
4. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes and idioms.			✓	
D. Explain how different events have influenced and changed the English language.				
4. Analyze the ways historical events influenced the English language.			✓	
E. Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary.				
6. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).	✓			
F. Use multiple resources to enhance comprehension of vocabulary.				
8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.	✓			✓

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Standard: Literary Text

	1st 9 wks	2nd 9 wks	3rd 9wks	4th 9 wks
A. Analyze interactions between characters in literary text and how the interactions affect the plot.				
1. Compare and contrast an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.				✓
B. Explain and analyze how the context of setting and the author's choice of point of view impact a literary text.				
2. Analyze the features of setting and their importance in a literary text.	✓			
8. Analyze the author's use of point of view, mood and tone.		✓		
C. Identify the structural elements of plot and explain how an author develops conflicts and plot to pace the events in literary text.				
3. Distinguish how conflicts, parallel plots and subplots affect the pacing of action in literary text.				✓
D. Identify similar recurring themes across different works.				
4. Interpret universal themes across different works by the same author and different authors.			✓	
E. Analyze the use of a genre to express a theme or topic.				
5. Analyze how an author's choice of genre affects the expression of a theme or topic.	✓			
F. Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone.				
6. Explain how literary techniques, including foreshadowing and flashback, are used to shape plot in a literary text.	✓			
7. Recognize how irony is used in literary text.	✓			
10. Describe the effect of using sound devices in literary texts (e.g., to create rhythm, to appeal to the senses or to establish mood).			✓	
11. Explain ways in which an author develops a point of view and style (e.g., figurative language, sentence structure and tone), and cite specific examples from the text.			✓	
G. Explain techniques used by authors to develop style.				
10. Explain how authors use symbols to create broader meanings.		✓		

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Standard: Reading Applications: Informational, Technical, and Persuasive Text

1st
9 wks

2nd
9 wks

3rd
9wks

4th
9 wks

A. Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.				
1. Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.			✓	
7. Analyze the effectiveness of the features (e.g., format, graphics, sequence, headers) used in various consumer documents (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).		✓		
B. Identify examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purposes and reach their intended audiences.				
4. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., transfer, glittering generalities, bait and switch) and examples of propaganda, bias and stereotyping.			✓	
8. Describe the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.		✓		
C. Analyze whether graphics supplement textual information and promote the author's purpose.				
3. Evaluate the effectiveness of information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.		✓		
D. Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.				
5. Analyze an author's implicit and explicit argument, perspective or viewpoint in text.			✓	
6. Identify appeals to authority, reason and emotion.			✓	
E. Utilize multiple sources pertaining to a singular topic to critique the various ways authors develop their ideas (e.g., treatment, scope and organization).				
2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.				✓

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Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

1st **2nd** **3rd** **4th**
9 wks **9 wks** **9wks** **9 wks**

A. Apply reading comprehension strategies to understand grade-appropriate text.				
1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.		✓		
B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).				
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.				✓
C. Use appropriate self-monitoring strategies for comprehension.				
3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.		✓		
4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres, or recommendations from others).				✓
5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).				✓