

| Standard Code | Standards |
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| HS10-LA-L.01.00.0 | Review parts of speech. |
| HS10-LA-L.02.00.0 | Review and identify parts of sentences. |
| HS10-LA-L.03.00.0 | Review frequently confused word pairs. |
| HS10-LA-L.04.00.0 | Introduce and identify verbal phrases and different types of clauses (noun, adjective, adverb, relative, etc.). |
| HS10-LA-L.05.00.0 | Introduce and recognize the elements of parallelism in context of sentence structure. |
| HS10-LA-L.06.00.0* | Use/employ various sentence types in context of their own writing. |
| HS10-LA-L.07.00.0 | Use correct grammar/usage in the context of their own writing. |
| HS10-LA-L.08.00.0* | Apply the rules of mechanics and spelling in their own writing. |
| HS10-LA-L.09.00.0* | Use subject-verb and pronoun-antecedent agreement in context of their own writing. |
| HS10-LA-L.10.00.0 | Practice proofreading for grammar, usage, mechanics, etc.. |
| HS10-LA-L.11.00.0 | Complete timed ACT English practice passages/tests. |
| HS10-LA-R.01.00.0 | Identify the components to writing an informative research paper (topic, preliminary thesis, bibliography cards, working works cited page, preliminary outline, notecards, final thesis/outline, paper). |
| HS10-LA-R.01.A.0 | Generate a list of key words and sources for an informative research topic. |
| HS10-LA-R.01.B.0 | Write a thesis statement using the chosen topic. |
| HS10-LA-R.02.00.0 | Create a working bibliography (cards or list) to develop works cited page. |
| HS10-LA-R.02.A.0 | Narrow the list of key words to a topic |
| HS10-LA-R.02.B.0 | Use skills such as note-taking, skimming, paraphrasing, and summarizing to create source notes (cards). |
| HS10-LA-R.02.C.0 | Conduct searches using a variety of technologies and academic/community resources. |
| HS10-LA-R.02.D.0* | Research materials from a variety of sources |
| HS10-LA-R.02.E.0 | Analyze sources for reliability. |
| HS10-LA-R.02.F.0 | Synthesize multiple sources on the subject. |
| HS10-LA-R.03.00.0* | Write an informative research paper using MLA format. |
| HS10-LA-R.03.A.0 | Create a preliminary and final thesis statement and outline. |
| HS10-LA-R.03.B.0 | Employ proper parenthetical citation to avoid ethical problems such as plagiarizing |
| HS10-LA-R.04.00.0* | Recognize plagiarism and understand the ethical importance of proper source documentation. |
| HS10-LA-RI.01.00.0 | Determine connotative and denotative meanings of words or phrases using context clues. |
| HS10-LA-RI.01.A.0* | Determine meaning of words or phrases using context clues. |
| HS10-LA-RI.01.B.0 | Determine meaning of complex words through structural analysis, using roots, prefixes, and suffixes. |
| HS10-LA-RI.02.00.0 | Analyze and interpret various accounts of the subject told in different mediums and evaluate how they address different themes and concepts. |

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| HS10-LA-RI.02.A.0* | Identify and cite characteristics of informational text including: a. Topic b. Main ideas c. Supporting details d. Theme |
| HS10-LA-RI.02.B.0 | Understand the purpose of typographic clues and use such features to locate information in and to gain meaning from appropriate-level texts. |
| HS10-LA-RI.02.C.0 | Uses prior knowledge, content, and typographical clues A. to make, to revise, and to confirm predictions B. to make inferences C. to draw conclusions |
| HS10-LA-RI.02.D.0 | Generate and respond logically to inferential, literal, evaluative, and critical thinking questions before, during, and after reading the text. |
| HS10-LA-RI.02.E.0 | Recognize, explain, and analyze how authors use text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) to help achieve their purposes. |
| HS10-LA-RI.02.F.0 | Identify how an author's style and literary devices (irony, symbolism, tone, mood, point of view, allusion, hyperbole) work together to achieve his or her purpose. |
| HS10-LA-RL. . . 0 | Identify and recognize a basic plot diagram (exposition, rising action, climax, falling action, resolution/denouement) to advance the plot and make connections between events |
| HS10-LA-RL.01.00.0 | Locate and interpret basic facts and draw logical conclusions through a close reading of the text |
| HS10-LA-RL.01.A.0 | Locate important details at the sentence and paragraph level |
| HS10-LA-RL.01.B.0 | Distinguish between paraphrase and summary as a way to draw logical conclusions from a passage |
| HS10-LA-RL.02.00.0 | Identify central ideas and themes in World Literature and religious texts |
| HS10-LA-RL.02.A.0 | Identify and infer central ideas in literary passages |
| HS10-LA-RL.02.B.0 | Recognize that there can be multiple themes in one piece of literature |
| HS10-LA-RL.03.00.0 | Identify complex characters and their development over the course of a text |
| HS10-LA-RL.03.A.0 | Identify and describe different types of characters (protagonist, antagonist, static, dynamic). |
| HS10-LA-RL.03.B.0 | Recognize that a sequence of events may create conflict (a cause and effect relationship) between characters |
| HS10-LA-RL.03.C.0 | Identify the motivation behind a character's actions as it advances the plot and develops the theme |
| HS10-LA-RL.04.00.0* | Analyze how the choice of a specific word or phrase shapes meaning or tone |
| HS10-LA-RL.04.A.0* | Interpret the use of figurative language. |
| HS10-LA-RL.05.00.0 | Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time, create an overall effect or mood |

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| HS10-LA-RL.05.A.0 | Recognize flashback and foreshadowing to manipulate time |
| HS10-LA-RL.06.00.0 | Recognize point of view and purpose |
| HS10-LA-RL.06.A.0 | Identify a clear purpose and how that purpose shapes content and style |
| HS10-LA-RL.06.B.0 | Recognize the various points of view (first person and third person limited and omniscient) |
| HS10-LA-RL.07.00.0* | Generate and respond logically to inferential, literal, and critical thinking questions before, during, and after reading |
| HS10-LA-RL.07.A.0 | Analyze historical, societal, and cultural influences on characters and events in the literary work. |
| HS10-LA-RL.07.B.0 | Recognize ways that literature from different cultures presents similar themes across genres. |
| HS10-LA-RL.07.C.0 | Compare and contrast works of literature that deal with similar topics and problems as well as life experiences. |
| HS10-LA-SL.01.00.0 | Speak with clarity (including correct grammar and sentence structure), employ vocalization techniques, use visual aids and technology that enhance presentation, and read audience clues. |
| HS10-LA-SL.02.00.0 | Prepare, organize, and deliver various types of oral presentations (e.g., impromptu, informative, dramatic); develop an awareness of personal speech behaviors in formal and informal use, and actively engage in academic discussions. |
| HS10-LA-SL.03.00.0 | Actively listen for enjoyment, for information, and for directions and critically listen to summarize and evaluate communications that inform, persuade and entertain. Listen to evaluate effectiveness in presentations and group discussions, using provided criteria. Listen to evaluate the validity and reliability of the speaker's message. |
| HS10-LA-W.01.00.0 | Identify the components of writing in a variety of formats: comparison and contrast, creative and informative. |
| HS10-LA-W.01.A.0 | Identify and use basic paragraph structures: controlling statement, topic sentences, support sentences, logical arrangement, and the hook. |
| HS10-LA-W.01.B.0 | Brainstorm to generate ideas by using visual media, discussion, free writing, and graphic organizing. |
| HS10-LA-W.01.C.0 | Prewrite, draft, respond, and edit written work |
| HS10-LA-W.01.D.0 | Write an effective thesis statement with a knowledge of audience, purpose, and consistent point of view |
| HS10-LA-W.01.E.0 | Re-write; employ clear, concise, and grade-appropriate language, limiting conversational language; prepare a final draft of written work |
| HS10-LA-W.02.00.0* | Use a variety of literal and interpretive responses to understand and respond to literature. |
| HS10-LA-W.03.00.0 | Use technology to produce, publish, and update individual or shared writing. |