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Driven Solution
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Quality of High
School Core
Courses

QualityCore[®]



English 10

ACT Course Standards

ACT[®]



ACT Course Standards English 10

A set of empirically derived course standards is the heart of each QualityCore® English course. The ACT Course Standards represent a solid evidence-based foundation in English. They were developed from an intensive study of high-performing high schools with significant minority and low-income enrollments that produced many graduates who met or exceeded ACT College Readiness Benchmark Scores (See <http://www.act.org/path/policy/reports/success.html>).

This document contains a list of ACT Course Standards for a rigorous English 10 course—what students should know and be able to do in the course—and a worksheet teachers can use to compare their course content to these standards. The ACT standards encompass the following overarching themes and/or foundational concepts:

- A. Reading
- B. Writing
- C. Research
- D. Listening, Viewing, and Speaking
- E. Study Skills and Test Taking

ACT Course Standards—English 10

Becoming well versed in the English language arts requires students to develop skills and understandings that are closely intertwined; such connectedness helps students become discerning and thoughtful readers, writers, listeners, speakers, and viewers of texts both inside and outside of the classroom.

| A. Reading | |
|---|---|
| 1. Reading Across the Curriculum | |
| a. | Choose materials for independent reading on the basis of specific criteria (e.g., personal interest, own reading level, knowledge of authors and literary or nonliterary forms) |
| b. | Read independently for a variety of purposes (e.g., for enjoyment, to gain information, to perform a task) |
| c. | Read increasingly challenging whole texts in a variety of literary (e.g., poetry, drama, fiction, nonfiction) and nonliterary (e.g., textbooks, news articles, memoranda) forms |
| 2. Reading Strategies | |
| a. | Apply strategies before, during, and after reading to increase fluency and comprehension (e.g., adjusting purpose, previewing, scanning, making predictions, comparing, inferring, summarizing, using graphic organizers) with increasingly challenging texts |
| b. | Use metacognitive skills (i.e., monitor, regulate, and orchestrate one’s understanding) when reading increasingly challenging texts, using the most appropriate “fix-up” strategies (e.g., rereading, reading on, changing rate of reading, subvocalizing) |
| c. | Demonstrate comprehension of increasingly challenging texts (both print and nonprint sources) by asking and answering literal, interpretive, and evaluative questions |

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| d. Use close-reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts |
| e. Compare texts to previously read texts, past and present events, and/or content learned in other coursework |
| 3. Knowledge of Literary and Nonliterary Forms |
| a. Identify, analyze, and evaluate the characteristics of literary forms (e.g., short stories, novels, poems, plays, biographies, essays, myths, speeches) from various cultures and of nonliterary forms (e.g., workplace and technical documents) |
| b. Describe how the choice of form (e.g., film, novel, sculpture) affects the presentation of a work's theme or topic (e.g., comparing <i>Fahrenheit 451</i> to Francois Truffaut's film version) |
| c. Read dramatic literature (e.g., <i>Cyrano de Bergerac</i> , <i>Pygmalion</i>) and analyze its conventions to identify how they express a writer's meaning |
| d. Identify and interpret works in various poetic forms (e.g., ballad, ode, sonnet) and explain how meaning is conveyed through features of poetry, including sound (e.g., rhythm, repetition, alliteration), structure (e.g., meter, rhyme scheme), graphic elements (e.g., punctuation, line length, word position), and poetic devices (e.g., metaphor, imagery, personification, tone, symbolism) |
| 4. Influences on Texts |
| a. Relate a literary work to the important ideas of the time and place in which it is set or in which it was written (e.g., the Great Migration as represented in Richard Wright's work <i>Black Boy</i> and Jacob Lawrence's paintings) |
| b. Describe archetypal images used in literature and film (e.g., the hero's journey as portrayed in Herman Hesse's novel <i>Siddhartha</i> and Bernardo Bertolucci's film <i>Little Buddha</i>) |
| c. Explain the effects of the author's life upon his or her work (e.g., F. Scott Fitzgerald's experience with social class as reflected in his novel <i>The Great Gatsby</i>) |
| 5. Author's Voice and Method |
| a. Use organization or structure of text (e.g., comparison/contrast, cause/effect, problem/solution) and writer's techniques (e.g., repetition of ideas, syntax, word choice) to aid comprehension of increasingly challenging texts |
| b. Distinguish between author and narrator/speaker/persona; articulate how the choice of narrator shapes the meaning of increasingly challenging texts |
| c. Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts |
| d. Identify, analyze, and evaluate the author's use of parallel plots and subplots in increasingly challenging texts |
| e. Identify, analyze, and evaluate the ways in which the devices the author chooses (e.g., irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging texts |
| f. Analyze an author's implicit and explicit argument, perspective, or viewpoint in a text (e.g., Toni Cade Bambara's argument about social class in the U.S. in her short story "The Lesson") |
| g. Describe what makes an author's style distinct from the styles of others |
| h. Identify the author's stated or implied purpose in increasingly challenging texts |
| 6. Persuasive Language and Logic |
| a. Identify, analyze, and evaluate the effectiveness of persuasive techniques (e.g., appeals to emotion, reason, or authority; stereotyping) and the presence of bias in literature, film, advertising, and/or speeches |
| b. Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, inconsistencies, and ambiguities |
| c. Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts, and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources |
| d. Distinguish between fact and opinion, basing judgments on evidence and reasoning |

| 7. Literary Criticism |
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| a. Learn appropriate literary terms and apply them to increasingly challenging texts (e.g., using the terms <i>symbol</i> and <i>allusion</i> appropriately in a discussion of Alice Walker’s poem “Women”) |
| b. Provide an interpretation of a literary work that is supported by evidence from the text and from cogent reasoning |
| c. Read literary criticism, with assistance, to increase comprehension of increasingly challenging literary texts |
| 8. Words and Their History |
| a. Apply knowledge of Greek, Latin, and Anglo-Saxon affixes, inflections, and roots to understand unfamiliar words and new subject area vocabulary in increasingly challenging texts (e.g., words in science, mathematics, and social studies) |
| b. Infer word meanings by analyzing relationships between words (e.g., synonyms, antonyms, metaphors, analogies) in increasingly challenging texts |
| c. Use general and specialized dictionaries, thesauruses, and glossaries (print and electronic) to determine the definition, pronunciation, derivation, spelling, and usage of words |
| d. Use context clues (e.g., author’s restatement, example) to understand unfamiliar words in increasingly challenging texts |
| e. Comprehend foreign words and phrases in texts that are commonly used in English |
| f. Define and identify common idioms and literary, classical, and biblical allusions (e.g., “He had the patience of Job.”) in increasingly challenging texts |
| g. Describe and provide examples of the ways past and present events (e.g., cultural, political, technological, scientific) have influenced the English language |
| h. Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts |
| B. Writing |
| 1. Writing Process |
| a. Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information |
| b. Analyze writing assignments in terms of purpose and audience to determine which strategies to use (e.g., writing a letter to the editor endorsing need for a dog park) |
| c. Revise, refine, edit, and proofread own and others’ writing, using appropriate tools (e.g., checklists, writing conferences, student-developed and professional rubrics or models), to find strengths and weaknesses and to seek strategies for improvement |
| d. Prepare writing for publication by choosing the most appropriate format, considering principles of design (e.g., margins, tabs, spacing, columns) and the use of various fonts and graphics (e.g., drawings, charts, graphs); use electronic resources to enhance the final product |
| 2. Modes of Writing for Different Purposes and Audiences |
| a. Craft first and final drafts of expressive, reflective, or creative texts (e.g., poetry, scripts) that use a range of literary devices (e.g., figurative language, sound devices, stage directions) to convey a specific effect |
| b. Craft first and final drafts of informational essays or reports that provide clear and accurate perspectives on the subject and support the main ideas with facts, details, and examples |
| c. Craft first and final drafts of persuasive papers that support arguments with detailed evidence, exclude irrelevant information, and correctly cite sources |
| d. Craft first and final drafts of responses to literature that organize an insightful interpretation around several clear ideas, premises, or images and support judgments with specific references to the original text and to other texts or authors |

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| e. Craft first and final drafts of workplace and other real-life writing (e.g., job applications, editorials, meeting minutes) that are appropriate to the audience, provide clear and purposeful information, and use a format appropriate to the task |
| f. Craft first and final drafts of fictional, biographical, and autobiographical narratives that use specific settings, sensory details, dialogue, and tone to develop plot and characters |
| 3. Organization, Unity, and Coherence |
| a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing |
| b. Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence |
| c. Add important information and delete irrelevant information to more clearly establish a central idea |
| d. Rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and maintain consistent style, tone, and voice |
| e. Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing |
| 4. Sentence-Level Constructions |
| a. Correct run-ons, fragments, and dangling and misplaced modifiers to improve clarity |
| b. Combine phrases and clauses to create simple, compound, complex, and compound-complex sentences and to coordinate or subordinate meaning for effect |
| c. Use parallel structure to present items in a series and items juxtaposed for emphasis |
| d. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone, and voice |
| e. Use formal, informal, standard, and technical language effectively to meet the needs of audience and purpose |
| f. Use strong action verbs, sensory details, vivid imagery, and precise words |
| 5. Conventions of Usage |
| a. Correctly spell commonly misspelled/confused words |
| b. Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity |
| c. Make subject and verb agree in number, even when there is some text between the subject and verb |
| d. Use pronouns correctly (e.g., appropriate case, pronoun-antecedent agreement, clear pronoun reference) |
| e. Correctly choose adjectives, adjective phrases, adjective clauses, adverbs, adverb phrases, and adverb clauses and their forms for logical connection to word(s) modified |
| f. Correctly use parts of speech |
| 6. Conventions of Punctuation |
| a. Recognize that several correct punctuation choices create different effects (e.g., joining two independent clauses in a variety of ways) |
| b. Use punctuation correctly within sentences and words |
| c. Demonstrate correct use of capitalization |
| C. Research |
| a. Use research methods (e.g., background reading, online searches, surveys, interviews) to locate and collect reliable information from print and nonprint sources |
| b. Decide on a research question and develop a hypothesis, modifying questions as necessary during the project to further narrow the focus or extend the investigation |
| c. Evaluate source information (e.g., primary and secondary sources) for accuracy, credibility, currency, utility, relevance, reliability, and perspective |
| d. Compile and systematically organize important information to support central ideas, concepts, and themes |

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| e. Summarize, paraphrase, and directly quote from sources, including the Internet, to support the thesis of the paper and/or presentation; accurately cite every source to avoid compromising others' intellectual property (i.e., plagiarism) |
| f. Compose a research paper that develops a clear argument and includes title page, outline, first and final drafts, and works-cited page, adhering to guidelines from MLA or other stylebooks |
| D. Listening, Viewing, and Speaking |
| 1. Comprehension and Analysis |
| a. Recognize the main ideas in a variety of oral presentations and draw valid conclusions |
| b. Identify and evaluate the effect of logical fallacies (e.g., overgeneralization, bandwagon) and the presence of biases and stereotypes in television and print advertising, speeches, newspaper articles, and Internet advertisements |
| c. Identify types of arguments (e.g., causation, analogy, appeals to emotion or authority) in visual and oral texts |
| d. Compare how different media forms (e.g., television news, news magazines, documentaries, online news sources) cover the same event |
| e. Analyze and evaluate the way language choice (e.g., repetition, use of rhetorical questions) and delivery style (e.g., eye contact, nonverbal messages) affect the mood and tone of the communication and make an impact on the audience |
| 2. Application |
| a. Use elements of speech forms—introduction, transitions, body, and conclusion—including the use of facts, literary quotations, anecdotes, and/or references to authoritative sources |
| b. Use effective delivery skills (e.g., appropriate volume, inflection, articulation, gestures, eye contact, posture, facial expression) |
| c. Give impromptu and planned presentations (e.g., debates, formal meetings) that stay on topic and/or adhere to prepared notes |
| d. Write and deliver informational speeches that present a clear, distinctive perspective on the subject and support the controlling idea with well-chosen and well-organized facts and details from a variety of sources |
| e. Write and deliver persuasive speeches that use logical, emotional, and ethical appeals; structured arguments; and relevant evidence from a variety of sources |
| f. Apply analytic and active listening strategies (e.g., paraphrasing, monitoring messages for clarity, selecting and organizing essential information, noting change-of-pace cues) in formal and informal settings |
| g. Actively participate in small-group and large-group discussions, assuming various roles |
| E. Study Skills and Test Taking |
| a. Apply active reading, listening, and viewing techniques by taking notes on classroom discussions, lectures, oral and/or video presentations, or assigned at-home reading, and by underlining key passages and writing comments in journals or in margins of texts, where permitted |
| b. Demonstrate organizational skills such as keeping a daily calendar of assignments and activities and maintaining a notebook of classwork |
| c. Use appropriate essay-test-taking and timed-writing strategies that address and analyze the question (prompt) |
| d. Demonstrate familiarity with test formats and test administration procedures to increase speed and accuracy |

ACT Course Standards Worksheet—English 10

This worksheet gives teachers an opportunity to compare their course content to ACT's QualityCore® program. Completing the worksheet also allows teachers who teach the same course to ensure their courses have similar outcomes.

Gap Analysis 1—Individual Teacher Review

This analysis allows individual teachers to identify “gaps” between ACT Course Standards and their course content. They should review the ACT standards on the following worksheet, then determine whether the ACT standard **is** or **is not** included in the course as it is currently taught. “Included” means the standard is taught and students are expected to demonstrate proficiency by the end of the course. “Not Included” means the standard is not taught in the course, is taught in another course, or is already mastered. In the “Gap 1” column on the worksheet, place an “I” for “Included” or an “NI” for “Not Included.” Analyze any gaps between the current course standards and the ACT Course Standards. Identify reasons the standards receiving a “Not Included” designation are not included in the course.

Gap Analysis 2—Group Consensus

This analysis allows groups of teachers who teach the same course and who have completed Gap Analysis 1 individually to identify differences in how they evaluated the gaps between ACT Course Standards and current course standards. In the “Gap 2” column of the worksheet, place an “X” where members of the group differed in their assessment of whether a particular ACT standard is included in the course as it is currently taught.

The following questions can guide discussion of the gaps:

Overarching Questions

1. What should students know and be able to do before going to the next course?
2. Do all teachers teaching this course have a shared understanding of the intent or meaning of each course standard and topic area?

Gap Analysis 1 Questions

1. Which ACT Course Standards were identified as not included in the course?
2. What is the level of agreement among the group of teachers about the skills and knowledge that is or is not taught in the course?
3. Are there sound pedagogical reasons for not including specific ACT standards in the course?
4. What implications will any decisions have on students' future learning and academic achievement?

Gap Analysis 2 Questions

1. Which of the ACT Course Standards elicited differences of opinion?
2. What are the possible reasons for different opinions about the standards that are or are not included in the course?
3. Are there sound pedagogical reasons for including or not including these disputed standards in the course?
4. What implications will any decisions have on students' future learning and academic achievement?

Finally, document the necessary steps to address the outcomes of the discussion. Be sure to note whether course standards will be added, deleted, or modified; identify who will be responsible for communicating any changes to other teachers; and note any other decisions. Document responsibilities and establish a timetable for continuing the discussion and implementing the decisions.

NOTE: This course content review is most effective as a continuous process that generates feedback throughout the year. ACT recommends, at minimum, monthly status update meetings for teachers and departments involved in the review.

| English 10 Course Standards | Gap 1 | Gap 2 | Comments |
|--|-------|-------|----------|
| A. Reading | | | |
| 1. Reading Across the Curriculum | | | |
| a. Choose materials for independent reading on the basis of specific criteria (e.g., personal interest, own reading level, knowledge of authors and literary or nonliterary forms) | | | |
| b. Read independently for a variety of purposes (e.g., for enjoyment, to gain information, to perform a task) | | | |
| c. Read increasingly challenging whole texts in a variety of literary (e.g., poetry, drama, fiction, nonfiction) and nonliterary (e.g., textbooks, news articles, memoranda) forms | | | |
| 2. Reading Strategies | | | |
| a. Apply strategies before, during, and after reading to increase fluency and comprehension (e.g., adjusting purpose, previewing, scanning, making predictions, comparing, inferring, summarizing, using graphic organizers) with increasingly challenging texts | | | |
| b. Use metacognitive skills (i.e., monitor, regulate, and orchestrate one's understanding) when reading increasingly challenging texts, using the most appropriate "fix-up" strategies (e.g., rereading, reading on, changing rate of reading, subvocalizing) | | | |
| c. Demonstrate comprehension of increasingly challenging texts (both print and nonprint sources) by asking and answering literal, interpretive, and evaluative questions | | | |
| d. Use close-reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts | | | |
| e. Compare texts to previously read texts, past and present events, and/or content learned in other coursework | | | |
| 3. Knowledge of Literary and Nonliterary Forms | | | |
| a. Identify, analyze, and evaluate the characteristics of literary forms (e.g., short stories, novels, poems, plays, biographies, essays, myths, speeches) from various cultures and of nonliterary forms (e.g., workplace and technical documents) | | | |
| b. Describe how the choice of form (e.g., film, novel, sculpture) affects the presentation of a work's theme or topic (e.g., comparing <i>Fahrenheit 451</i> to Francois Truffaut's film version) | | | |
| c. Read dramatic literature (e.g., <i>Cyrano de Bergerac</i> , <i>Pygmalion</i>) and analyze its conventions to identify how they express a writer's meaning | | | |

| English 10 Course Standards | Gap 1 | Gap 2 | Comments |
|---|-------|-------|----------|
| d. Identify and interpret works in various poetic forms (e.g., ballad, ode, sonnet) and explain how meaning is conveyed through features of poetry, including sound (e.g., rhythm, repetition, alliteration), structure (e.g., meter, rhyme scheme), graphic elements (e.g., punctuation, line length, word position), and poetic devices (e.g., metaphor, imagery, personification, tone, symbolism) | | | |
| 4. Influences on Texts | | | |
| a. Relate a literary work to the important ideas of the time and place in which it is set or in which it was written (e.g., the Great Migration as represented in Richard Wright's work <i>Black Boy</i> and Jacob Lawrence's paintings) | | | |
| b. Describe archetypal images used in literature and film (e.g., the hero's journey as portrayed in Herman Hesse's novel <i>Siddhartha</i> and Bernardo Bertolucci's film <i>Little Buddha</i>) | | | |
| c. Explain the effects of the author's life upon his or her work (e.g., F. Scott Fitzgerald's experience with social class as reflected in his novel <i>The Great Gatsby</i>) | | | |
| 5. Author's Voice and Method | | | |
| a. Use organization or structure of text (e.g., comparison/contrast, cause/effect, problem/solution) and writer's techniques (e.g., repetition of ideas, syntax, word choice) to aid comprehension of increasingly challenging texts | | | |
| b. Distinguish between author and narrator/speaker/persona; articulate how the choice of narrator shapes the meaning of increasingly challenging texts | | | |
| c. Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts | | | |
| d. Identify, analyze, and evaluate the author's use of parallel plots and subplots in increasingly challenging texts | | | |
| e. Identify, analyze, and evaluate the ways in which the devices the author chooses (e.g., irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging texts | | | |
| f. Analyze an author's implicit and explicit argument, perspective, or viewpoint in a text (e.g., Toni Cade Bambara's argument about social class in the U.S. in her short story "The Lesson") | | | |
| g. Describe what makes an author's style distinct from the styles of others | | | |

| English 10 Course Standards | Gap 1 | Gap 2 | Comments |
|--|-------|-------|----------|
| h. Identify the author's stated or implied purpose in increasingly challenging texts | | | |
| 6. Persuasive Language and Logic | | | |
| a. Identify, analyze, and evaluate the effectiveness of persuasive techniques (e.g., appeals to emotion, reason, or authority; stereotyping) and the presence of bias in literature, film, advertising, and/or speeches | | | |
| b. Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, inconsistencies, and ambiguities | | | |
| c. Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts, and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources | | | |
| d. Distinguish between fact and opinion, basing judgments on evidence and reasoning | | | |
| 7. Literary Criticism | | | |
| a. Learn appropriate literary terms and apply them to increasingly challenging texts (e.g., using the terms <i>symbol</i> and <i>allusion</i> appropriately in a discussion of Alice Walker's poem "Women") | | | |
| b. Provide an interpretation of a literary work that is supported by evidence from the text and from cogent reasoning | | | |
| c. Read literary criticism, with assistance, to increase comprehension of increasingly challenging literary texts | | | |
| 8. Words and Their History | | | |
| a. Apply knowledge of Greek, Latin, and Anglo-Saxon affixes, inflections, and roots to understand unfamiliar words and new subject area vocabulary in increasingly challenging texts (e.g., words in science, mathematics, and social studies) | | | |
| b. Infer word meanings by analyzing relationships between words (e.g., synonyms, antonyms, metaphors, analogies) in increasingly challenging texts | | | |
| c. Use general and specialized dictionaries, thesauruses, and glossaries (print and electronic) to determine the definition, pronunciation, derivation, spelling, and usage of words | | | |

| English 10 Course Standards | Gap 1 | Gap 2 | Comments |
|--|-------|-------|----------|
| d. Use context clues (e.g., author's restatement, example) to understand unfamiliar words in increasingly challenging texts | | | |
| e. Comprehend foreign words and phrases in texts that are commonly used in English | | | |
| f. Define and identify common idioms and literary, classical, and biblical allusions (e.g., "He had the patience of Job.") in increasingly challenging texts | | | |
| g. Describe and provide examples of the ways past and present events (e.g., cultural, political, technological, scientific) have influenced the English language | | | |
| h. Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts | | | |
| B. Writing | | | |
| 1. Writing Process | | | |
| a. Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information | | | |
| b. Analyze writing assignments in terms of purpose and audience to determine which strategies to use (e.g., writing a letter to the editor endorsing need for a dog park) | | | |
| c. Revise, refine, edit, and proofread own and others' writing, using appropriate tools (e.g., checklists, writing conferences, student-developed and professional rubrics or models), to find strengths and weaknesses and to seek strategies for improvement | | | |
| d. Prepare writing for publication by choosing the most appropriate format, considering principles of design (e.g., margins, tabs, spacing, columns) and the use of various fonts and graphics (e.g., drawings, charts, graphs); use electronic resources to enhance the final product | | | |
| 2. Modes of Writing for Different Purposes and Audiences | | | |
| a. Craft first and final drafts of expressive, reflective, or creative texts (e.g., poetry, scripts) that use a range of literary devices (e.g., figurative language, sound devices, stage directions) to convey a specific effect | | | |
| b. Craft first and final drafts of informational essays or reports that provide clear and accurate perspectives on the subject and support the main ideas with facts, details, and examples | | | |

| English 10 Course Standards | Gap 1 | Gap 2 | Comments |
|---|-------|-------|----------|
| c. Craft first and final drafts of persuasive papers that support arguments with detailed evidence, exclude irrelevant information, and correctly cite sources | | | |
| d. Craft first and final drafts of responses to literature that organize an insightful interpretation around several clear ideas, premises, or images and support judgments with specific references to the original text and to other texts or authors | | | |
| e. Craft first and final drafts of workplace and other real-life writing (e.g., job applications, editorials, meeting minutes) that are appropriate to the audience, provide clear and purposeful information, and use a format appropriate to the task | | | |
| f. Craft first and final drafts of fictional, biographical, and autobiographical narratives that use specific settings, sensory details, dialogue, and tone to develop plot and characters | | | |
| 3. Organization, Unity, and Coherence | | | |
| a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing | | | |
| b. Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence | | | |
| c. Add important information and delete irrelevant information to more clearly establish a central idea | | | |
| d. Rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and maintain consistent style, tone, and voice | | | |
| e. Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing | | | |
| 4. Sentence-Level Constructions | | | |
| a. Correct run-ons, fragments, and dangling and misplaced modifiers to improve clarity | | | |
| b. Combine phrases and clauses to create simple, compound, complex, and compound-complex sentences and to coordinate or subordinate meaning for effect | | | |
| c. Use parallel structure to present items in a series and items juxtaposed for emphasis | | | |

| English 10 Course Standards | Gap 1 | Gap 2 | Comments |
|--|-------|-------|----------|
| d. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone, and voice | | | |
| e. Use formal, informal, standard, and technical language effectively to meet the needs of audience and purpose | | | |
| f. Use strong action verbs, sensory details, vivid imagery, and precise words | | | |
| 5. Conventions of Usage | | | |
| a. Correctly spell commonly misspelled/confused words | | | |
| b. Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity | | | |
| c. Make subject and verb agree in number, even when there is some text between the subject and verb | | | |
| d. Use pronouns correctly (e.g., appropriate case, pronoun-antecedent agreement, clear pronoun reference) | | | |
| e. Correctly choose adjectives, adjective phrases, adjective clauses, adverbs, adverb phrases, and adverb clauses and their forms for logical connection to word(s) modified | | | |
| f. Correctly use parts of speech | | | |
| 6. Conventions of Punctuation | | | |
| a. Recognize that several correct punctuation choices create different effects (e.g., joining two independent clauses in a variety of ways) | | | |
| b. Use punctuation correctly within sentences and words | | | |
| c. Demonstrate correct use of capitalization | | | |

| English 10 Course Standards | Gap 1 | Gap 2 | Comments |
|--|-------|-------|----------|
| C. Research | | | |
| a. Use research methods (e.g., background reading, online searches, surveys, interviews) to locate and collect reliable information from print and nonprint sources | | | |
| b. Decide on a research question and develop a hypothesis, modifying questions as necessary during the project to further narrow the focus or extend the investigation | | | |
| c. Evaluate source information (e.g., primary and secondary sources) for accuracy, credibility, currency, utility, relevance, reliability, and perspective | | | |
| d. Compile and systematically organize important information to support central ideas, concepts, and themes | | | |
| e. Summarize, paraphrase, and directly quote from sources, including the Internet, to support the thesis of the paper and/or presentation; accurately cite every source to avoid compromising others' intellectual property (i.e., plagiarism) | | | |
| f. Compose a research paper that develops a clear argument and includes title page, outline, first and final drafts, and works-cited page, adhering to guidelines from MLA or other stylebooks | | | |
| D. Listening, Viewing, and Speaking | | | |
| 1. Comprehension and Analysis | | | |
| a. Recognize the main ideas in a variety of oral presentations and draw valid conclusions | | | |
| b. Identify and evaluate the effect of logical fallacies (e.g., overgeneralization, bandwagon) and the presence of biases and stereotypes in television and print advertising, speeches, newspaper articles, and Internet advertisements | | | |
| c. Identify types of arguments (e.g., causation, analogy, appeals to emotion or authority) in visual and oral texts | | | |
| d. Compare how different media forms (e.g., television news, news magazines, documentaries, online news sources) cover the same event | | | |
| e. Analyze and evaluate the way language choice (e.g., repetition, use of rhetorical questions) and delivery style (e.g., eye contact, nonverbal messages) affect the mood and tone of the communication and make an impact on the audience | | | |

| English 10 Course Standards | Gap 1 | Gap 2 | Comments |
|---|-------|-------|----------|
| 2. Application | | | |
| a. Use elements of speech forms—introduction, transitions, body, and conclusion—including the use of facts, literary quotations, anecdotes, and/or references to authoritative sources | | | |
| b. Use effective delivery skills (e.g., appropriate volume, inflection, articulation, gestures, eye contact, posture, facial expression) | | | |
| c. Give impromptu and planned presentations (e.g., debates, formal meetings) that stay on topic and/or adhere to prepared notes | | | |
| d. Write and deliver informational speeches that present a clear, distinctive perspective on the subject and support the controlling idea with well-chosen and well-organized facts and details from a variety of sources | | | |
| e. Write and deliver persuasive speeches that use logical, emotional, and ethical appeals; structured arguments; and relevant evidence from a variety of sources | | | |
| f. Apply analytic and active listening strategies (e.g., paraphrasing, monitoring messages for clarity, selecting and organizing essential information, noting change-of-pace cues) in formal and informal settings | | | |
| g. Actively participate in small-group and large-group discussions, assuming various roles | | | |
| E. Study Skills and Test Taking | | | |
| a. Apply active reading, listening, and viewing techniques by taking notes on classroom discussions, lectures, oral and/or video presentations, or assigned at-home reading, and by underlining key passages and writing comments in journals or in margins of texts, where permitted | | | |
| b. Demonstrate organizational skills such as keeping a daily calendar of assignments and activities and maintaining a notebook of classwork | | | |
| c. Use appropriate essay-test-taking and timed-writing strategies that address and analyze the question (prompt) | | | |
| d. Demonstrate familiarity with test formats and test administration procedures to increase speed and accuracy | | | |