

Curriculum Grade Book
 Jefferson County Schools
 Final, 05/30/01

Grade 10
Language Arts

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Genres																					
● The learner will be able to distinguish which rebuttal statement best refutes the author's point of view or which line reveals the author's biases, assumptions, or values in a passage.																					
● The learner will be able to recognize simile, metaphor, onomatopoeia, alliteration, or personification in a selected portion of a poem.																					
■ The learner will be able to read a variety of genres.																					
■ The learner will be able to respond in various ways to different genres.																					
■ The learner will be able to interpret a variety of genres.																					
Language Arts Processes																					
● The learner will be able to specify and solve problems rationally and creatively by speaking, listening, and viewing.																					
Language Expressions																					
● The learner will be able to develop a knowledge and respect for multicultural and ethnic diversity in language.																					
■ The learner will be able to connect sentences with a comma and coordinating conjunction or modify a run-on sentence in a writing sample.																					
■ The learner will be able to identify correct subject-verb agreement in a written work with intervening prepositional phrases.																					
■ The learner will be able to select the correct pronoun case for a sentence in which the pronoun follows "than" in a written work.																					
■ The learner will be able to recognize correct sentence structure.																					
■ The learner will be able to use correct sentence structure.																					
■ The learner will be able to connect or correct sentence fragments in a writing sample with a subordinate conjunction.																					
■ The learner will be able to identify a shift in verb tense, point of view, tone, or pronoun case in a writing sample.																					
■ The learner will be able to identify the correct use of comparative adjectives.																					
■ The learner will be able to identify the correct use of superlatives adjectives.																					
■ The learner will be able to identify standard language																					

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usage.																					
■ The learner will be able to demonstrate standard language usage.																					
■ The learner will be able to use correct pronoun and antecedent agreement.																					
Language Mechanics																					
■ The learner will be able to identify the correct use of commas to set off nonessential elements in a sentence.																					
■ The learner will be able to identify the correct use of quotation marks with a quote.																					
■ The learner will be able to apply standard English language mechanics.																					
■ The learner will be able to identify the correct use of mechanics.																					
■ The learner will be able to identify the correct use of semicolon in a compound sentence in a written work.																					
Listening																					
● The learner will be able to use listening strategies to analyze and evaluate ideas.																					
■ The learner will be able to follow directions given orally.																					
■ The learner will be able to display critical listening skills that are necessary for understanding.																					
■ The learner will be able to display critical listening skills that are necessary for evaluation.																					
■ The learner will be able to analyze delivery strategies as a member of the audience.																					
■ The learner will be able to choose delivery strategies as a member of the audience.																					
■ The learner will be able to interpret the amount of audience interest as an audience member.																					
■ The learner will be able to evaluate the amount of audience interest as an audience member.																					
■ The learner will be able to display effective listening skills by taking notes.																					
■ The learner will be able to use suitable verbal feedback in a wide range of situations.																					
■ The learner will be able to use suitable nonverbal feedback in a wide range of situations.																					

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Media																				
● The learner will be able to read, apply and view media and/or technology and examine the content and concepts accurately.																				
● The learner will be able to apply knowledge of media to view, read, write, communicate and create.																				
● The learner will be able to research, organize, interpret, and present information found in print and nonprint media.																				
■ The learner will be able to sort media sources according to their reliability given four different sources.																				
■ The learner will be able to distinguish the persuasive devices used in an advertisement or a portion of a speech.																				
■ The learner will be able to identify persuasive techniques used in advertising.																				
■ The learner will be able to describe creative strategies applied in the production of print and nonprint media.																				
■ The learner will be able to analyze the differences between using print and nonprint media forms to communicate.																				
■ The learner will be able to analyze media's influence in daily life.																				
■ The learner will be able to create media applications for a wide range of audiences.																				
■ The learner will be able to create media applications for a wide range of purposes.																				
■ The learner will be able to use multimedia to create.																				
■ The learner will be able to use multimedia to display information.																				
■ The learner will be able to use multimedia to explain information.																				
Reading Operations																				
● The learner will be able to develop the reading skills needed for word recognition, comprehension, interpretation, evaluation, and appreciation of reading material.																				
● The learner will be able to develop a personal interpretation by interacting with a text.																				
● The learner will be able to increase his/her understanding of and respect for multicultural, gender, and ethnic diversity in language use, patterns, and dialects.																				

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■ The learner will be able to identify a cause/effect relationship in a selected passage.																					
■ The learner will be able to identify the implied main idea of a given passage.																					
■ The learner will be able to identify main ideas from reading passages.																					
■ The learner will be able to recognize how the author reveals character.																					
■ The learner will be able to uncover the common theme found in several passages.																					
■ The learner will be able to create an original project which includes the thematic similarities in a variety of genres.																					
■ The learner will be able to present an original project which includes the thematic similarities in a variety of genres.																					
■ The learner will be able to recognize biases in reading materials.																					
■ The learner will be able to make inferences from text.																					
■ The learner will be able to form inferences from a chosen passage.																					
■ The learner will be able to recognize literary elements.																					
■ The learner will be able to identify figurative language in reading materials.																					
■ The learner will be able to interpret figurative language in reading materials.																					
■ The learner will be able to recognize the points of view in reading materials.																					
■ The learner will be able to interpret the point of view of the author.																					
■ The learner will be able to apply reading strategies to respond to literature.																					
■ The learner will be able to apply strategies appropriate to the text.																					
■ The learner will be able to apply strategies to improve understanding.																					
■ The learner will be able to apply strategies to make predictions.																					
■ The learner will be able to recognize the purpose of reading materials.																					
■ The learner will be able to read for a variety of purposes.																					

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■ The learner will be able to produce visual symbols using a variety of texts.																					
■ The learner will be able to produce verbal symbols using a variety of texts.																					
■ The learner will be able to examine visual symbols using a variety of texts.																					
■ The learner will be able to examine verbal symbols using a variety of texts.																					
■ The learner will be able to interpret reading materials using literary elements.																					
■ The learner will be able to enhance understanding by interpreting written materials.																					
■ The learner will be able to interpret ideas in text.																					
■ The learner will be able to make judgements based on supporting evidence in a text.																					
■ The learner will be able to distinguish the significance and/or meaning of a symbol in a passage.																					
■ The learner will be able to identify logical relationships.																					
■ The learner will be able to select appropriate title for a given passage.																					
■ The learner will be able to use one or more sources in a paired reading situation.																					
■ The learner will be able to refine his/her skills in identifying unstated assumptions.																					
■ The learner will be able to apply cognitive strategies to critically evaluate text.																					
■ The learner will be able to enhance understanding by evaluating written materials.																					
■ The learner will be able to read aloud in individual presentations.																					
■ The learner will be able to read aloud in group presentations.																					
■ The learner will be able to enhance understanding by analyzing written materials.																					
■ The learner will be able to enhance understanding by synthesizing written materials.																					
■ The learner will be able to identify allusion in a literary selection.																					
■ The learner will be able to determine the difference between verbal and situational irony.																					
■ The learner will be able to read silently from a wide range																					

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of sources.																					
■ The learner will be able to identify persuasive techniques.																					
Speaking																					
● The learner will be able to develop and show confidence while speaking.																					
● The learner will be able to use volume, pitch, rate, diction, inflection, gestures, and body language to aid communication incorporating suitable language structure.																					
■ The learner will be able to speak to express ideas clearly.																					
■ The learner will be able to speak to effectively express ideas in a variety of contexts.																					
■ The learner will be able to analyze literary works through spoken language.																					
■ The learner will be able to interpret literary works through spoken language.																					
■ The learner will be able to evaluate literary works through spoken language.																					
■ The learner will be able to produce a story on tape.																					
■ The learner will be able to give accurate directions for tasks.																					
■ The learner will be able to give concise directions.																					
■ The learner will be able to produce a dramatic presentation and/or monologue.																					
■ The learner will be able to present a selection from a dramatic work which contains dialect, interpreting the literal meaning of the passage.																					
■ The learner will be able to analyze delivery strategies while in the role of the speaker.																					
■ The learner will be able to choose delivery strategies while in the role of the speaker.																					
■ The learner will be able to prepare oral presentations for specific audiences.																					
■ The learner will be able to deliver oral presentations for specific audiences.																					
■ The learner will be able to decide the appropriate preparation for an oral presentation to a specific audience or special interest group.																					
■ The learner will be able to decide purpose when preparing oral presentations.																					
■ The learner will be able to select the appropriate volume, pitch, rate, diction, inflection, gestures, or body language																					

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to use when delivering a speech.																				
■ The learner will be able to analyze the interest level of the audience through nonverbal communication.																				
■ The learner will be able to examine audience when preparing oral presentations.																				
■ The learner will be able to interpret the amount of audience interest while in the role of the speaker.																				
■ The learner will be able to evaluate the amount of audience interest while in the role of the speaker.																				
■ The learner will be able to take part in a group oral presentation.																				
■ The learner will be able to show poise when speaking in a variety of situations.																				
Spelling																				
● The learner will be able to identify the correct spelling of words.																				
■ The learner will be able to spell words correctly.																				
Study and Research Skills																				
● The learner will be able to research information to create presentations and reports which utilize summarizing, paraphrasing, direct quotations, citation of sources and bibliographic entries.																				
■ The learner will be able to recognize appropriate resource material for further study of a topic from a nonfiction selection.																				
■ The learner will be able to integrate resource material for further study of a topic from a nonfiction selection.																				
■ The learner will be able to analyze sources for validity.																				
■ The learner will be able to analyze sources for effectiveness.																				
■ The learner will be able to choose resource materials that can be effectively applied.																				
■ The learner will be able to evaluate sources for validity.																				
■ The learner will be able to evaluate resource materials for effective application.																				
■ The learner will be able to evaluate sources for effectiveness.																				
■ The learner will be able to adapt resource materials for effective application.																				
■ The learner will be able to choose appropriate resource material for further study of a topic from a nonfiction																				

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selection.																				
■ The learner will be able to use technological sources of information.																				
■ The learner will be able to access a variety of technological sources of information.																				
■ The learner will be able to write a letter to an editor.																				
■ The learner will be able to write a letter to a national publication in response to its position and/or coverage of a topic.																				
■ The learner will be able to submit a letter to the editor to a local and/or school newspaper.																				
■ The learner will be able to research an issue that is controversial.																				
■ The learner will be able to write a report in which he/she effectively communicates a position.																				
Technology																				
● The learner will be able to discover the benefits and restrictions of the computer as a communication tool.																				
Viewing/Representing																				
■ The learner will be able to choose the type of conflict represented in a photograph.																				
■ The learner will be able to make inferences about the mood or tone from a photograph.																				
Vocabulary																				
● The learner will be able to expand his/her vocabulary.																				
■ The learner will be able to choose the word that best corresponds to the sense of the sentence.																				
■ The learner will be able to recognize the correct meaning of a word as it is used in context.																				
■ The learner will be able to develop a wide range of strategies for increasing his/her personal vocabulary.																				
■ The learner will be able to decide the analogous relationship of a vocabulary word from a passage.																				
■ The learner will be able to choose vivid words to enhance a description in a written work.																				
■ The learner will be able to choose vivid words to enhance a sentence in a written work.																				

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Writing																					
● The learner will be able to develop a portfolio of written works.																					
● The learner will be able to apply the writing process.																					
● The learner will be able to write to increase his/her confidence.																					
● The learner will be able to write to develop lifelong communication.																					
● The learner will be able to write for a wide range of purposes, including narration, description, persuasion, exposition, and personal, creative expression.																					
● The learner will be able to revise writing to include a sense of audience.																					
● The learner will be able to write for a variety of audiences.																					
● The learner will be able to build the necessary structural and creative skills to produce written language that can be read and interpreted by a variety of audiences.																					
■ The learner will be able to recognize information sources which will assist in editing written material.																					
■ The learner will be able to use information sources to edit written material.																					
■ The learner will be able to revise written work for purpose.																					
■ The learner will be able to revise writing for logic of organization.																					
■ The learner will be able to recognize resources useful to revise writing.																					
■ The learner will be able to use information sources to improve and revise writing.																					
■ The learner will be able to revise sentences in a written work by applying effective parallelism.																					
■ The learner will be able to revise writing for unity.																					
■ The learner will be able to use prewriting to draft a composition.																					
■ The learner will be able to apply a wide range of organizational strategies to develop his/her writing on a variety of topics.																					
■ The learner will be able to differentiate fact from opinion in written works.																					
■ The learner will be able to evaluate writing for																					

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organization.																						
■ The learner will be able to evaluate writing for transitions.																						
■ The learner will be able to evaluate writing for audience and purpose.																						
■ The learner will be able to evaluate writing for development.																						
■ The learner will be able to evaluate writing for unity.																						
■ The learner will be able to produce active responses to literature.																						
■ The learner will be able to produce imaginative responses to literature.																						
■ The learner will be able to choose the best placement for an additional supporting sentence in a written work.																						
■ The learner will be able to use a variety of genre to write a literary critique for the publishing stage.																						
■ The learner will be able to distinguish the difference between editing and revising.																						
■ The learner will be able to apply the writing process to draft essays.																						
■ The learner will be able to distinguish the stage of the writing process.																						
■ The learner will be able to persuade others to recognize a point.																						
■ The learner will be able to choose the best method to combine three sentences to improve the structure within a written work.																						
■ The learner will be able to rearrange the order of supporting paragraphs according to a specified order in a written work.																						
■ The learner will be able to determine the most effective sequence for sentences in a written work.																						
■ The learner will be able to identify that language has multiple levels of usage that are determined by purpose.																						
■ The learner will be able to identify that language has multiple levels of usage that are determined by the situation.																						
■ The learner will be able to retell, in writing, a story from a different cultural perspective.																						
■ The learner will be able to explain a given problem in standard English.																						

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■ The learner will be able to describe a controversial incident using standard English.																					
■ The learner will be able to write to learn information.																					
■ The learner will be able to write to improve study skills.																					
■ The learner will be able to create a cast for a movie based on his/her novel.																					
■ The learner will be able to write organized pieces that include focused, well-developed ideas.																					
■ The learner will be able to draw the illustrations for a comic book version of a short story or a chapter from a novel.																					
■ The learner will be able to write the captions for a comic book version of a short story or a chapter from a novel.																					
■ The learner will be able to write to synthesize information.																					
■ The learner will be able to select the sentence that relates the purpose of the writer in a chosen passage.																					
■ The learner will be able to explain the details in one's own environment.																					
■ The learner will be able to select the most effective thesis statement.																					
■ The learner will be able to write a prose passage as dialogue.																					
■ The learner will be able to revise writing for effective transitions.																					
■ The learner will be able to revise writing for development.																					
■ The learner will be able to recognize a variety of audiences.																					
■ The learner will be able to identify that language has multiple levels of usage that are determined by audience.																					
■ The learner will be able to recognize the intended audience for a chosen passage.																					
■ The learner will be able to systematically approach writing assignments.																					
■ The learner will be able to choose sentences to support an argument in a written work.																					
■ The learner will be able to assess the relevance of each supporting sentence in a passage by eliminating an irrelevant sentence from the passage.																					
■ The learner will be able to use paragraph context to																					

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discern the appropriate transitional word to complete a given sentence.																					
■ The learner will be able to select the transitional device that best connects paragraphs in a written work.																					
■ The learner will be able to display an effective writing style through the use of vivid words.																					
■ The learner will be able to display an effective writing style through the use of various sentence structures.																					
■ The learner will be able to display an effective writing style through the use of appropriate transitions.																					
■ The learner will be able to determine the strongest or weakest point of an argument within a passage.																					
■ The learner will be able to generate ideas using prewriting strategies.																					
■ The learner will be able to use prewriting strategies to organize ideas.																					
■ The learner will be able to apply a variety of prewriting strategies.																					
■ The learner will be able to use a variety of prewriting activities to focus ideas.																					
■ The learner will be able to use writing to clarify thinking.																					