

Course/Grade Level: Tenth Grade Language Arts Curriculum

Focus: Students will demonstrate narrative and persuasive writing skills and produce pieces with effective word choice. They will revise and proofread independently.

LA.10.1 Students will write *narrative text* using the writing process.*

Students will...

- LA.10.1.1 use *ideas and content* that are well developed, clear, and interesting (prewriting, drafting, and revising).
- compose a written piece with plot elements that also experiments with point of view and various narrative techniques
 - select and use (1) personal experience, (2) observations, and (3) prior knowledge in written text
 - **write from experiences and rely on detailed insight, a sense of how events unfold, and how people respond to life and to one another**
 - analyze and understand implications and consequences of plagiarism (e.g., ethical, legal, professional)
- LA.10.1.2 use *organization* that enhances the reader's understanding (prewriting, drafting, and revising).
- apply appropriate strategies to generate narrative text (e.g., brainstorming, listing, webbing, working in pairs or cooperative groups, and identifying information from print sources)
 - write a piece with an inviting introduction, appropriate body, and satisfying conclusion that leaves the reader with a sense of resolution
 - select varied transitions to connect ideas within and between paragraphs in the writing piece
- LA.10.1.3 use authentic and appropriate *voice* (prewriting, drafting, and revising).
- select vocabulary and figurative language that conveys a particular tone and personality (e.g., humor, suspense, originality, and liveliness)
- LA.10.1.4 use effective *word choice* (prewriting, revising, and drafting).
- incorporate words that are precise and suitable for narrative writing which create appropriate imagery (e.g., explicit nouns, vivid verbs, natural modifiers)
 - manage vocabulary particular to the topic and provide ease of understanding
- LA.10.1.5 use sentence *fluency* (drafting and revising).
- use a variety of sentence structure and lengths
 - create a variety of engaging sentence beginnings that relate to and build upon previous sentences and move the reader easily through the text
 - use fragments only for stylistic effect
 - compose and selectively use dialogue for effect and style

LA.10.1.6 use standard American English *conventions* (drafting and proofreading).

- use correct mechanics and punctuation to guide the reader through the text
- use correct grammar and usage, which may be manipulated for stylistic effect and may contribute to clarity
- spell familiar and most unfamiliar words correctly and use available resources (e.g., dictionary, spell check)
- use correct paragraph divisions to reinforce the organizational structure of the text

LA.10.2 Students will write *persuasive* text using the writing process.*

Students will...

- LA.10.2.1 use *ideas and content* that are well developed, clear, and interesting (prewriting, drafting, and revising).
- **write a thesis statement that asserts an arguable position or opinion**
 - use an appropriate point of view to persuade a reader
 - anticipate and accommodate a reader's questions and counter-arguments
 - **focus an argument by using the persuasive techniques of logical thinking and appeals to reason, authority, and/or emotion**
 - analyze and understand the implications of plagiarism
- LA.10.2.2 use *organization* that enhances the reader's understanding (prewriting, drafting, and revising).
- write a cohesive piece that includes an introduction that engages the reader with a body that uses persuasive strategies to demonstrate the writer's position and a conclusion that reinforces the writer's original position
- LA.10.2.3 use authentic and appropriate *voice* (prewriting, drafting, and revising).
- select vocabulary and figurative language that conveys a particular tone and personality
- LA.10.2.4 use effective *word choice* (prewriting, drafting, and revising).
- **use language that is appropriate for persuasive writing and easy for the audience to understand**
 - practice using words that are precise and suitable for persuasive writing including specific nouns, powerful verbs, and vivid modifiers
- LA.10.2.5 use sentence *fluency* (drafting and revising).
- use a variety of sentence structures and lengths to make the reading pleasant and natural
 - create a variety of sentence beginnings that relate to and build upon previous sentences that move the reader easily through the subject matter
 - identify and avoid fragments
- LA.10.2.6 use standard American English *conventions* (drafting and proofreading).
- punctuate correctly
 - use correct grammar and usage, which may be manipulated for stylistic effect and clarity
 - spell words correctly and use available resources
 - use correct paragraph divisions to reinforce the organizational structure of the text

LA.10.3 Students will speak effectively.

Students will...

- LA.10.3.1 develop oral presentation for peers.
- LA.10.3.2 avoid distracting delivery behaviors.
- LA.10.3.3 effectively use materials and equipment.
- LA.10.3.4 participate appropriately in small groups.
- LA.10.3.5 show sensitivity to feelings and opinions of others.

LA.10.4 Students will listen effectively.

Students will...

- LA.10.4.1 listen attentively and participate appropriately in formal and informal settings.
- LA.10.4.2 identify and recognize verbal and non-verbal cues.
- LA.10.4.3 follow simple and multi-step directions and offer appropriate feedback.
- LA.10.4.4 utilize accepted note-taking skill in formal and informal settings.

APPENDIX - THE WRITING PROCESS

The process of writing occurs in several stages:

- 1 PRE-WRITING: The pre-writing step includes, but is not limited to, exploring topics, brainstorming, webbing, choosing a topic, gathering details, and organizing before beginning to write.
- 2 DRAFTING: The drafting step involves getting ideas down on paper in a rough format.
- 3 REVISING: The revising step involves reworking and rewriting the draft to improve its content and structure. Any work with ideas and content, sentence fluency, voice, organization, and word choice falls under this step.
- 4 PROOFREADING: The proofreading step includes correcting errors in grammar, spelling, and mechanics. It may involve a prescribed set of proofreading marks. Correcting conventions falls under this step.
- 5 PUBLISHING: The publishing step is the sharing of prepared work with others in oral and/or written form.

Note: Both the revising and proofreading steps encompass editing, but the specific terms "revising" and "proofreading" are preferable to the more vague "editing."