

Language Arts - Grade 10

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Assessment	Suggested Materials and Resources	Sample Assessment Items	Sample Lesson Plans
Cognitive level codes: • B = Memorize • C = Perform procedures • D = Demonstrate understanding • E = Conjecture, generalize, prove • F = Solve non-routine problems, make connections	Bloom's Equivalent • B = Knowledge • C = Comprehension • D = Comprehension • E = Application and Analysis • F = Synthesis	Shaded objectives should be assessed in the classroom, but not included on the ISAT assessment.						
Standard 1: Reading Process								
Goal 1.1: Acquire Concepts About Print	No objectives at this grade level.							
Goal 1.2: Acquire Concepts About Text	10.LA.1.2.1 Analyze the structure and format of various informational documents. CL: D Content Limit: Reading level will be on grade level. Text passages will include a main idea and relevant details or facts. Text passages may include, but are not limited to, essays, editorials, business letters, and articles with graphics.	• Analyze the structure and format of various informational documents	• Review and apply using text features, i.e. headings, bold text, graphics • Read passage • Identify main ideas and topic sentences • Identify relevant details • Compare and contrast organizational structure in essays, editorials, and articles with graphics	main idea • topic sentences • text features • editorials • essay format • relevant • graphics • plot line	• Students compare and contrast various documents using the following skills. • Students read a teacher selected passage (editorials, essays, articles with relevant graphics) • Students highlight main idea in one color • Students highlight with another color all topic sentences • Students highlight relevant details in graphics in a third color • Students will distinguish the author's purpose and use of a specific format.	Magazines, Newspapers, Class Literature Books, Online Database: LLI, Ebsco, Gale Group, PLATO, Discovery Education, Achieve3000 Kid Biz, Read 180, Websites, Brochures, Highlighters		
	10.LA.1.2.2 Identify the text characteristics of different genres of literature. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Identify the text characteristics of different genres of literature	• Define the genres • Recognize the text characteristics (structure, format) of fiction, nonfiction, poetry and drama • Locate text characteristics of various genres	genre • fiction • nonfiction • poetry • drama • biography • autobiography • mythology • memoir • etc.	• Students read selected passages and determine what genre is represented.	Class texts, websites, newspapers, novels, magazines		
Goal 1.3: Acquire Phonological Awareness Skills	No objectives at this grade level.							
Goal 1.4: Acquire Decoding Skills Using Word Parts	No objectives at this grade level.							
Goal 1.5: Acquire Decoding Skills Using Syllabication	No objectives at this grade level.							
Goal 1.6: Acquire Decoding Skills Using Context	No objectives at this grade level.							
Goal 1.7: Acquire Fluency	No objectives at this grade level.							
Goal 1.8: Vocabulary and Concept Development	10.LA.1.8.1 Apply knowledge of roots and word parts to draw inferences about new words. CL: D Content Limit: Vocabulary items require a base word or root word and may include a prefix and/or suffix to determine meaning (i.e., context clues may provide support, but not the sole basis for the item).	• Apply knowledge of roots and word parts to draw inferences about new words.	• Review word structure rules • Infer meaning of new vocabulary using knowledge of root words, prefixes, suffixes and context clues • Locate and evaluate the effect of etymology on meaning	inference • root words • affix • prefix • suffix • context clues • base word • etymology • dictionary • thesaurus	• Read a written passage, and have students identify complex words. • Infer the words' meanings. • Look up words in the dictionary to check for accuracy. • Write antonyms, synonyms, for the complex words. • Use the word in a sentence/essay.	dictionary, thesaurus, Writer's Inc., EdHelper website, spelling morphograph, virtual thesaurus, SIOP strategy - Word Wall		
	10.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar words. CL: D Content Limit: Passages may be literary or expository text. Reading level will be on grade level. Vocabulary items require context clues from a passage to determine word meanings (i.e., word structure may provide support, but not the sole basis for the item). Sufficient context must be present to enable students to infer the meaning of the word or phrase. Item may require the identification of synonyms, antonyms, analogies, and multiple meaning words.	• Use context analysis to determine the meanings of unfamiliar words	• Identify unfamiliar vocabulary within a literary or expository text • Locate and use synonyms, antonyms, connotations, denotations, analogies and/or multiple meaning words within the passage which might relate to the unfamiliar word. • Use contextual clues to explain the meaning of unfamiliar word • Determine the effect of etymology on meaning	synonym • antonym • analogy • connotation • denotation • inference • expository • context clues • word structure • etymology • dialect	• Highlight words or clues surrounding an unfamiliar word to help determine meaning.	classroom text, footnotes, notations, text notes, highlighters, white boards, news articles, novels, magazines, poetry, etc.		
Standard 2: Comprehension/Interpretation								
Goal 2.1: Acquire Strategies and Skills for Comprehending Text	10.LA.2.1.1 Synthesize the content from several sources on a single issue; compare and contrast ideas to demonstrate comprehension. CL: D Content Limit: Reading level will be on grade level. Passages may be literary text or informational text. Items should be based on two or three passages related in theme or topic or one passage containing elements that can be compared and contrasted. Elements that can be compared or contrasted may include, but should not be limited to, character or subject, author's purpose, setting, tone, main idea or topic, critical or relevant details, organizational structure, style, draw conclusion, making inference, or author's point of view. Elements listed above may be addressed within a single text.	• Synthesize the content from several sources on a single issue • Compare/contrast the synthesized ideas to demonstrate comprehension	• Identify the issue • Summarize the issue • Demonstrate comprehension by comparing/contrasting elements that may include, but should not be limited to, character or subject, author's purpose, setting, tone, main idea or topic, critical or relevant details, organizational structure, style, draw conclusion, making inference, or author's point of view. • Arrange information into a chart or table such as a KWL, Venn Diagram or T-chart	synthesize • summarize • compare/contrast • author's purpose • relevant • inference • point of view • organizational structure • author's point of view • style • setting • tone • comprehension • Venn Diagram • KWL • T-chart	• Read several related passages on a single current event to compare. • Create a Venn diagram illustrating the similarities and differences between the passages.	Classroom text, readwritethink.org online charts, Scholastic charts, T-charts, Venn Diagrams, KWL chart, SIRS database.		

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	10.LA.2.1.2 Apply reading strategies to self monitor for comprehension. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Apply reading strategies to self monitor for comprehension.	• Use reading strategies which may include but not limited to: SQ3R (surveying, questioning, reading, reciting and reviewing); KWL (knowledge, want to know, and learned); predicting, previewing, making inferences, paraphrasing and summarizing, making generalizations, distinguishing fact/opinion, Cornell note taking, recalling	SQ3R • KWL • predicting • questioning • evaluating • connecting • previewing • making inferences • paraphrasing • summarizing • generalizations • fact/opinion • Cornell note taking.	• Have students practice utilizing various reading strategies as they read ask them to answer questions about the passage to check for comprehension. • Give students a time limit to read a passage, and ask them to answer questions about the passage to check for comprehension. • Have students read the first half of a passage and write an ending to it. • After reading, have students create an outline, a chart, a picture or other visual to clarify their understanding/ interpretation of the passage. • Connect through Journal, Reader Response, and classroom discussion.	journal, reader responses, charts, outlines, illustrations, movies, text		
	10.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams.	• Exhibit comprehension of a text by reorganizing information (i.e.: outlines, notes, annotations, charts, and/or diagrams)	outlines • notes • annotations • charts • diagrams • graphic organizers (spider graphs, Venn diagram, timelines, etc.).	• Take notes using key words and symbols to highlight information. • Build an outline including at least 3 Roman numerals with corresponding subsections down to lowercase letters. • Create a timeline from a literary work including at least ten items.			
Goal 2.2: Acquire Skills to Comprehend Expository Text	10.LA.2.2.1 Critique the logic of informational texts by examining the sequence of information and procedures. CL: E Content Limit: Reading level will be on grade level. Passages must be informational text. Items may include, but are not limited to charts, illustrations, maps, tables, or other primary sources. Methods of development may include, but are not limited to, chronological order, comparison and contrast, cause and effect, and order of importance.	• Examine the sequence and procedures within informational text • Critique the logic of informational texts	• Examine the informational text for sequence of information and organizational procedures, i.e. illustrations, maps, tables, or other primary sources. • Critique the logic of the text based on its method of development, i.e. chronological order, compare/contrast, cause/effect, and/or order of importance	sequence • illustrations • maps • tables • primary sources • chronological order • cause/effect • methods of development • critique	• Create a flowchart showing sequence of information/procedures for an informational text. • Create and use a rubric to rate the effectiveness of an informational text. • Read a letter to the editor and rate their argument.	newspaper, business letters, recipes, howitworks.com, consumer guide, sample rubric		
	10.LA.2.2.2 Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites). CL: C Content Limit: Reading level will be on grade level. Item will require conclusions to be drawn solely from the text given. Item may require students to define either purpose or audience, not both. Items refer only to types of texts specified.	• Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites).	• Read expository text • Identify purpose of text • Identify specific audience of the text • Formulate a conclusion of the author's purpose	expository • audience • purpose • conclusion • formulate • communication • formats (essays, letters, user manuals, lab reports, websites) • persuade • inform • entertain • infinitives	• Highlight infinitives that determine the author's purpose. (to show, to give, to explain, to persuade, to convince) • Identify the thesis statement. • Classify the genre. • Determine the audience.	magazine articles, tabloids, commercials, ads, youtube.com, letters to the editor, software manual, car/owner's manual, driver's manual, video game manual/cheat sheet		
	10.LA.2.2.3 Evaluate the comprehensiveness and validity of evidence in an author's argument. CL: E Content Limit: Reading level will be on grade level. Passages for assessing this benchmark may include, but are not limited to, persuasive essays and editorials.	• Evaluate the comprehensiveness of an author's argument. • Evaluate the validity of evidence in an author's argument.	• Identify rhetorical devices used for argumentation • Read examples of argumentations including persuasive essays and editorials • Compare/contrast different forms of argumentation in writing • Determine completeness of the arguments • Identify diction that contributes to the validity of the argument • Determine the validity of the argument by justifying one's decision	emotional appeal • logical appeal • ethical appeal • validity • diction • justification • validity • evidence • argument • persuasion • rhetorical devices • editorials • fallacies • propaganda	• Read an editorial article and identify rhetorical devices used by the author. • Write a letter to the editor on a topic of your choice using three rhetorical devices.	newspaper, essays, magazines; Newsweek - My Turn, The Nation, Sports Illustrated, etc.		
Goal 2.3: Acquire Skills for Comprehending Literary Text	10.LA.2.3.1 Read and respond to literature from a variety of genres. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Read and respond to literature from a variety of genres.	• Read from a variety of genres • Respond to literature using various formats, such as writing, discussing, presenting, etc.	genre • fiction • nonfiction • poetry • drama • biography • autobiography • science fiction • myth • mystery • detective fiction • etc.	• Write reviews during a grading period from different genres and present in different formats. • Act out poetry. • Create a newspaper book report. • Create a story book. • Create a cd jacket cover and sound tracks. • Create a book jacket cover. • Create reader responses.	mysterynet.com, PoetryOutloud.org (get the Cod and book), Readwritethink.org, Literature Circles, Picture It - illustration and presentation of vocabulary, NPR, rubrics, textbook, novels		
	10.LA.2.3.2 Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy. CL: D Content Limit: Reading level will be on grade level. Item will require conclusions to be drawn solely from the text given.	• Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy.	• Recognize different methods of characterization by discussing narration, dialogue, and soliloquy • Compare/contrast different types of characterization • Draw conclusions based on the characterization	narration • dialogue • soliloquy • conclusions • characterization • analyze • protagonist • antagonist • direct and indirect characterization • flat and round characters • stock characters • stereotyped characters • dynamic and static characters • inference • foil • aside	• Choose a character from a story, and list items of direct characterization and indirect characterization for that character. • Create a character web for a specific character in a story. • Write a character analysis using the text to support argument. • Take a character and put them in your yearbook.	short stories, dramas/plays, Inspiration (software application), readwritethink.org charts and character trading cards		

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	10.LA.2.3.3 Explain the author's point of view and interpret how it influences the text. ⁶ CL: D Content Limit: Reading level will be on grade level. Item will require conclusions to be drawn solely from the text given.	<ul style="list-style-type: none"> Explain the author's use of point of view and interpret how it influences the text. <p><i>As clarified by Elizabeth Smith, English Language Arts Coordinator, Idaho State Department of Education</i></p>	<ul style="list-style-type: none"> Recognize different points of view that can be used by an author Identify contextual clues that indicate the author's point of view Provide examples from the text to show the author's point of view Discuss how the author's point of view affects the reader. Discuss author versus narrator's point of view. 	point of view • first-third person • limited omniscient • contextual clues • interpret • tone • perspective • theme • unreliable narrator	<ul style="list-style-type: none"> Read a passage. Highlight words or sentences that would indicate the author's point of view. Explain or justify how the author's point of view influences the reader. Discuss author versus narrator. 	textbook, short stories, novels		
	10.LA.2.3.4 Compare works that express a universal theme and provide evidence to support the views expressed in each work. CL: Content Limit: Comparing themes and/or identification of supporting evidence will be addressed with paired passages.	<ul style="list-style-type: none"> Compare works that express a universal theme and provide evidence to support the views expressed in each work. 	<ul style="list-style-type: none"> Define universal theme Differentiate between the theme and plot Read works that express a universal theme Identify the theme in the work by examining supporting evidence Compare/contrast the themes within paired passages Compare/contrast the theme to other media, literary works, and self. Group students to discuss the theme and support their evidence. 	universal theme • theme • evidence • paired passages • examine • compare/contrast • implied theme • stated theme • plot	<ul style="list-style-type: none"> Read two or more fairy tales, and compare the themes. List supporting evidence leading to the universal themes. Groups present theme and supports findings with evidence from the text. Written analysis about the theme. Complete a graphic organizer. 	Children's books, short stories, novels, poems, movies, TV shows		
	10.LA.2.3.5 Analyze ways in which authors use imagery, figures of speech, and the "sound" of language for effect. CL: D Content Limit: Reading level will be on grade level. Item will require conclusions to be drawn solely from the text given.	<ul style="list-style-type: none"> Explain ways in which authors use imagery, figures of speech, and the "sound" of language for effect. 	<ul style="list-style-type: none"> Describe imagery and its effects List figures of speech and determine their impact Discuss how the "sound" of language influences a text Illustrate imagery in the text Sample sensory stimuli and describe it using figurative language Analyze how figurative language affects or impacts the given work Analyze how figurative language affects or impacts the tone 	imagery • figures of speech • simile • metaphor • personification • hyperbole • idioms • puns • onomatopoeia • clichés • assonance • consonance • alliteration • sound of language • sensory words	<ul style="list-style-type: none"> Choose a poem or other reading selection (Edgar Allan Poe's "The Raven," for example), and select examples of imagery, figures of speech, alliteration, assonance, onomatopoeia, etc. Have students write their own poems using imagery, figures of speech, and/or "sound" words for effect. 	americanrhetoric.com, movie clips, spices and scent bottles, calendar pictures, music, readwritethink.org, Carl Sandburg's "Under a Telephone Pole"		
	10.LA.2.3.6 Compare and contrast authors' styles on the basis of such elements as word choice and sentence syntax. CL: Content Limit: Assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> Compare and contrast authors' styles on the basis of such elements as word choice and sentence syntax. 	<ul style="list-style-type: none"> Discuss different elements that affect writing styles Discuss the significance of word choice Classify different types of sentence syntax Compare/contrast two or more authors' styles 	syntax • diction • writing style • juxtapose • complex sentences • rhyming poetry • free verse • shape poetry • dialect • pace • dialogue • diction	<ul style="list-style-type: none"> Juxtapose two poems written on the same topic, but with varying styles (different types of diction and syntax), and have students discuss the differences. Complete a graphic organizer comparing and contrasting authors' styles. 	e.e. cummings versus Robert Frost, short story (Harrison Bergeron versus Poe), essay by Annie Dillard, "Flood."		
Standard 3: Writing Process								
Goal 3.1: Acquire Prewriting Skills	10.LA.3.1.1 Generate ideas using a variety of strategies. CL: Content Limit: Assessed in the classroom, not on the ISAT.	<ul style="list-style-type: none"> Generate ideas using a variety of strategies. 	<ul style="list-style-type: none"> List and discuss prewriting strategies to generate ideas i.e. previous knowledge, 5 Ws, clustering, what if questions, brainstorming, graphic organizers Experiment with various prewriting techniques and generate ideas for a possible essay. Use current event articles to select potential topics. 	SWS • clustering • brainstorming • what if questions • spider graphs	<ul style="list-style-type: none"> Identify that the students have at least five workable topics. Generate ideas in a free write to a prompt. Create a spider graph. 	news articles and photographs, graphic organizers, magazines		
	10.LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing. CL: C Content Limit: Items may include a specified purpose, audience, and writing outline. Item responses may include concise thesis statements. Main idea Writer's focus Topic sentence Thesis	<ul style="list-style-type: none"> Generate a main idea or thesis appropriate to a type of writing. 	<ul style="list-style-type: none"> Discuss type of writing assigned Show relationship of main idea and topic sentence to thesis statement Examine effective thesis statements Identify audience Determine writer's focus Create several thesis statements Discuss the characteristics of effective and ineffective thesis statements. 	thesis statement • main idea • topic sentence • writer's focus • concise • succinct	<ul style="list-style-type: none"> Determine good or bad thesis statements from a list. Create a thesis statement for evaluation. Write a thesis statement in your essay and underline it. 	photographs, artwork (Norman Rockwell), Declaration of Independence, Preamble, campaign speeches, famous movie speeches, Newsweek's "My Turn," NPR's "This I Believe" series, americanrhetoric.com		

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	<p>10.LA.3.1.3 Apply organizational strategies to plan writing. (753.01.a)</p> <p>CL: C Content Limit: Items may include a specified purpose, audience, and related information statements. Item responses may include logical organizational formats.</p> <p>Organizational strategies: Introductory paragraph (with hook or lead) Supporting details Conclusion</p> <p>Organizational structure: e.g., Chronological order Order of importance Comparison and contrast Spatial order Classification and definition Cause and effect</p>	<ul style="list-style-type: none"> Apply organizational strategies to plan writing. 	<ul style="list-style-type: none"> Determine audience Determine purpose Discuss appropriate organizational strategies: introductory paragraph with hook or lead, supporting details and conclusion Generate an appropriate prewriting organizational structure which may reflect chronological order, order of importance, comparison and contrast, spatial order, cause and effect, classification and definition Arrange an out of order essay, news article, cartoon into logical order Write several hooks to a writing prompt: quotes, questions, descriptions, similes/metaphors, facts, startling statements 	<p>audience • purpose • organizational strategies • introductory paragraph (hook or lead) • supporting details • conclusion • chronological order • order of importance • comparison and contrast • spatial order • cause and effect • classification • definition • sentence outline • topic outline</p>	<ul style="list-style-type: none"> Outline the steps for making your favorite sandwich or burrito. Decide which organizational strategy would work best for outlining the steps. Produce an outline for a paper. 	<p>sample essays, textbook, note cards, news articles, cartoons, sample hooks, example outlines, graphic organizers, Inspiration (software)</p>		
	<p>10.LA.3.1.4 Match format to purpose and audience.</p> <p>CL: C Content Limit: Items may require a specified purpose and audience. Item responses include formats specified in Standard 4, Grade 10.</p> <p>[Note: Also includes grade-appropriate formats such as biography and autobiography]</p> <p>Purpose Format Audience</p>	<ul style="list-style-type: none"> Match format to purpose and audience. 	<ul style="list-style-type: none"> Justify why a specific prewriting format is the best choice for the purpose and audience at grade level Use the prewriting format to create a piece of writing that matches the purpose and audience of a writing task (narrative/creative, expository/informational/research, persuasive, literary response) Prepare word strips with different types of essay formats written on them. On separate word strips, have different essay assignments/tasks written. Discuss DWA Rubric and use past DWAs student examples in groups to practice scoring essays. 	<p>justify • types of essays (narrative/creative, expository/informational/research, persuasive, literary response, etc.) • purpose • format • audience • biography • autobiography • rubric</p>	<ul style="list-style-type: none"> Match the appropriate essay format to the corresponding task. Check for understanding of scoring through group response. 	<p>sample essays, textbook, newspapers, magazines (Reader's Digest) - DWA Rubric</p>		
	<p>10.LA.3.1.5 Produce a piece of writing within a set period of time.</p> <p>CL: Content Limit: Assessed in the classroom, not on the ISAT.</p>	<ul style="list-style-type: none"> Produce a piece of writing within a set period of time. 	<ul style="list-style-type: none"> In a set time period, students will prewrite (stream of consciousness) on a set topic Develop a time management plan to complete a piece of writing 	<p>time allotment • stream of consciousness • free write</p>	<ul style="list-style-type: none"> Write to a specific topic within a given time. 	<p>a prompt from the DWA site on the Idaho State Department of Education website, a reader response, or a teacher/student chosen topic</p>		
Goal 3.2: Acquire Skills for Writing a Draft	<p>10.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft.</p> <p>CL: Content Limit: Assessed in the classroom, not on the ISAT.</p>	<ul style="list-style-type: none"> Use the ideas generated and organized through prewriting to write a draft. 	<ul style="list-style-type: none"> Write an introduction, body and conclusion rough draft using ideas generated with prewriting strategies. Use a hook in the opening paragraph. Use a thesis statement. Consider an organizational pattern when writing draft Using one topic for each paragraph, write three separate paragraphs to support your thesis. Write a closing paragraph that thoughtfully summarizes the topic. 	<p>generate • rough draft • strategies • writer's block • drafting • introduction • body • conclusion • organizational pattern • topic sentence • thesis statement</p>	<ul style="list-style-type: none"> Complete a rough draft for a given topic using the writing process, and various prewriting activities. 	<p>Graphic organizer breaking down the parts of an essay. An example of a rough draft. An example of an essay.</p>		
	<p>10.LA.3.2.2 Sequence ideas in a cohesive, meaningful order.</p> <p>CL: Content Limit: Assessed in the classroom, not on the ISAT.</p>	<ul style="list-style-type: none"> Sequence ideas in a cohesive, meaningful order. 	<ul style="list-style-type: none"> Develop the rough draft with an introduction, body, and conclusion. consider an organizational pattern when writing a draft. 	<p>sequence • cohesive</p>	<ul style="list-style-type: none"> Identify thesis statement and number supporting topic sentences in the rough draft. Justify the sequence of the topic sentences by writing a paragraph. 	<p>Six Traits of Writing (organization)</p>		
Goal 3.3: Acquire Skills for Revising a Draft	<p>10.LA.3.3.1 Revise draft for meaning, clarity, and effective organization.</p> <p>CL: Content Limit: Sequence</p> <p>Precise language Formal/informal language Consistent voice</p> <p>Mixed grade-level revision skills (Includes a mix of skills assessed in 3.1.2, 3.1.3, 3.3.1, 3.3.2, 3.3.4, and 5.3.1)</p>	<ul style="list-style-type: none"> Revise draft for meaning, clarity, and effective organization. 	<ul style="list-style-type: none"> Read draft out loud to self. Peer share. Use a draft rubric to evaluate and give feedback. Read draft for correct sequence, precise language, formal/informal language, consistent voice Make corrections to draft 	<p>revise • clarity • formal & informal language • consistent • voice • precise • peer share • rubric • critique</p>	<ul style="list-style-type: none"> Using the previously listed writing process steps, have students revise a rough draft by using different activities such as peer editing, reading the essay from end to beginning, and checking for clarity and organization. Produce a revised version of the draft. 	<p>Six Traits of Writing (organization and ideas) A copy of rough draft. A peer revision sheet.</p>		

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	10.LA.3.3.2 Add relevant details and delete irrelevant or redundant information. CL: E Content Limit: Items may include a text block that could be clarified through editing. Item responses may include either details to add or details to delete. Adding relevant details Removing irrelevant details Eliminating redundant details	• Add relevant details and delete irrelevant or redundant information.	• Read draft and identify areas of essay lacking development • Add relevant details where necessary • Read and identify areas of redundancy • Delete redundant and irrelevant material • Give students practice paragraphs to evaluate for relevant and irrelevant information	relevant • irrelevant • redundant • development • delete	• Give students a paragraph with redundant language. Students will edit paragraphs for redundant language. • Give students a paragraph lacking relevant details. • Students will add relevant details. • Students evaluate their own draft, crossing out redundancies and adding relevant details.	Six Traits of Writing (organization & sentence fluency), sample paragraphs, their rough draft, thesaurus, editing and proofreading marks chart		
	10.LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization. CL: D Content Limit: Items may include related statements. Item responses may include a group (1-3) of transitional words or phrases.	• Use transitional words and phrases to clarify meaning and improve organization.	• List transitional words • Write a paragraph giving someone directions using five transitional words. • Read drafts, underlining transitions that have been used. • Incorporate appropriate transitional words in the writing and change overused transitions.	transitional words • phrases • clarify • incorporate	• Provide students with a mad lib paragraph. Students choose an appropriate transition. • Critique and assess rough drafts for use of transition words.	Six Traits of Writing (organization), list of transitional words, mad libs, edhelper.com.		
	10.LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style. CL: Content Limit: Word placement Modifier placement Varying sentence beginnings, lengths, and patterns to improve the flow and to enhance meaning	• Use a variety of sentence structures to improve sentence fluency and enhance style.	• In a given passage, have students label and identify various sentence structures. • Practice sentence combining. • Read draft for misplaced modifiers and correct them. • Vary sentence beginnings, lengths and patterns to improve flow and enhance meaning • Correct word placement • Identify active and passive voice	syntax • misplaced modifiers • fluency • patterns • flow • word placement • enhance • sentence structures (simple, compound, complex, compound/complex) • declarative • interrogative • imperative • exclamatory • dependent clause • independent clause • active and passive voice	• In their own writing, have students utilize a variety of sentence structures, labeling the structures as they use them. • Give students a variety of sentences and have them label the structure.	Six Traits of Writing (sentence fluency), cube directions, rough draft, mnemonics for conjunctions, grammar resources, practice sentences, and examples of author's sentences. -create a paper cube placing a different sentence structure on each side.		
	10.LA.3.3.5 Use literary models to refine writing style. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Use literary models to refine writing style.	• Read selected literary examples • Model literary examples to refine writing style (e.g. diction, syntax, tone, voice, etc.) • Provide examples of the literary models to read and have students discuss the different characteristics: word choice, sentence variety, figurative language and imagery etc.	literary models • refine • diction • syntax • tone • voice	• Given a selected literary model, students will distinguish the characteristics. • Students will apply the characteristics of a literary model to their own writing.	Selected examples from literary texts.		
	10.LA.3.3.6 Conference with others to improve writing. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Conference with others to improve writing.	• Obtain feedback from others • Select feedback useful for revision and make necessary corrections. • Use a rubric which could then be developed into a peer editing checklist. • Have students analyze the feedback given to them by their peers.	feedback • conference • peer editing	• Students should implement suggestions given or write a paragraph justifying why they decided not to make changes.	Rubric, peer editing, proofreading and editing marks, colored pencils		
Goal 3.4: Acquire Skills for Editing a Draft	10.LA.3.4.1 Use editing marks to indicate errors in conventions. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Use editing marks to indicate errors in conventions.	• List editing marks • Use editing marks effectively • Practice using editing marks throughout the process of revision.	editing marks • conventions	• Use editing marks to fix errors in a given paragraph or sentence.	Proofreading and editing marks, Daily Oral Language practice, Writer's Inc., grammar text or worksheets		
	10.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors. CL: C Content Limit: Items may include one instance of incorrect punctuation, spelling, grammar, or usage. Item responses may include one correct response and three incorrect. Mixed grade-level editing skills (e.g., includes a mix of skills specified in 3.4.2, 5.3.1, 5.4.1, and 5.4.2) Homophones and commonly confused words can be included.	• Edit for correct punctuation, spelling, grammar, and usage errors.	• Read each sentence checking for incorrect punctuation, spelling, grammar, and usage errors • Correct homophone errors • Discuss editing for correct punctuation, spelling, grammar and usage errors	homophones • usage • spell check • run-on sentences • sentence fragments	• Identify errors from a teacher prepared paragraph	Daily oral language, editing workbook, prepared passage, proofing sheets		
Goal 3.5: Acquire Skills to Publish Writing	10.LA.3.5.1 Publish improved draft. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Publish improved draft.	• Print a final draft • Discuss with students the elements of a final draft (proper heading, font, ink vs. pencil, etc.)	revision • edit • publish • final draft	• Produce draft with all revised and edited changes	a copy of draft, proofing sheet, rubric		

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	10.LA.3.5.2 Share writing with intended audience. (753.04.c; 753.06.b) CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Share writing with intended audience.	• Present writing in form requested by teacher • Using a peer editing sheet, students will evaluate other student's writing	audience • peer editing sheet • portfolio	• Create a writing portfolio. • Share essays or parts of essays with each other.	Teachers should provide opportunities for student writing to be read by an audience other than the teacher. Peer editing sheet		
	10.LA.3.5.3 Use appropriate technology to produce a final draft. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Use appropriate technology to produce a final draft.	• Print draft using computer • Allow students to use technology to implement steps of the writing process • Utilize electronic sources • Discuss validity and usefulness of electronic sources	technology • draft	• Produce a usable draft using appropriate technology	Validity check list; variety of technology		
Standard 4: Writing Applications								
Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills	10.LA.4.1.1 Write narratives or short stories that describe the specific actions, movements, gestures, and feelings of the characters. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Write narratives or short stories that describe the specific actions, movements, gestures, and feelings of the characters.	• Utilize writing process to develop a narrative or short story • Create characters using narration, description, and dialogue • Construct story using literary elements (plot, imagery, dialogue, etc.)	utilize, narrative • short story • characters • plot • imagery • dialogue	• Create a children's story with character development; include dialogue. To offer further characterization, have students illustrate the story.	Sample children's stories; character maps; illustrations (supplies); plot lines; graphic organizers; story boards		
	10.LA.4.1.2 Write original creative works including prose and poetry. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Write original creative works including prose and poetry.	• Discuss elements of prose • Discuss elements of poetry • Read and discuss a variety of prose and poetry • Compare/contrast prose and poetry • Utilize writing process to develop original and creative prose and poetry	prose • poetry • originality • creative • compare • contrast	• Read poetry of various forms and styles, and have students write their own poetry, using the poems as models.	Variety of poems, prose source: readwritethink.org; on-line creation tools		
Goal 4.2: Acquire Expository (Informational/Research) Writing Skills	10.LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs.	• Review expository essay formats • Utilize writing process to develop an expository essay • Incorporate organizational strategies (main idea, supporting details, introductory, body, and concluding paragraphs)	informative essay • expository essay • main idea • supporting details • introduction • body • conclusion • incorporate • organizational strategies	• Using the writing process, have students write various types of expository essays, focusing on introductions, supporting details, and an effective conclusion.	on-line resources; graphic organizer; example essays with highlighted sections for emphasis		
	10.LA.4.2.2 Write a research report that includes a thesis, provides relevant support, and documents sources. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Write a research report that includes a thesis, provides relevant support, and documents sources.	• Discuss plagiarism • Review MLA format including parenthetical citation • Choose subject and refine topic • Review purpose, audience and tone • Generate research questions • Examine research information • Establish an effective thesis statement • Organize ideas • Include relevant support that is accurately documented • Integrate direct quotations into paper and paraphrasing into report, using parenthetical citations • Use the writing process to write a grade appropriate length research report • Create a works cited page using a variety of sources	thesis • support documents • MLA format • works cited • refine • integrate • direct quotation • purpose • audience • tone • proofread • research questions • relevant support • paraphrase • summarize • parenthetical citation • plagiarism	• Using the writing process, have students create a research report/project. Have students publish and present their reports to an audience.	technology; examples; MLA format; http://citationmachine.net/ ; Writer's Inc.; examples of tone, audience; etc. from essays		
	10.LA.4.2.3 Write résumés, cover letters, and job applications. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Write résumé • Write cover letter • Fill out job application	• Discuss resume formats • Produce personal resume using a model • Discuss characteristics of cover letters • Produce a cover letter using a model • Discuss techniques of filling out job applications • Produce a completed job application. Have students fill out several different types of job applications and possibly one on-line application and resume. • Interview techniques and mock interviews	functional resume • traditional resume • cover letter • job application • chronological resume • legal and illegal interview questions • social networks	• Create a traditional resume and cover letter using a model. Conference with students. Edit and publish their resume and cover letter.	CIS website; Word resume templates; examples; sample applications; sample interview questions and responses; legal and illegal interview questions; sample cover letters monster.com linkedin.com		
Goal 4.3: Acquire Persuasive Writing Skills	10.LA.4.3.1 Write persuasive compositions that use specific rhetorical devices to support assertions (e.g., appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote or analogy). CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Write persuasive compositions that use specific rhetorical devices to support assertions (e.g., appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote or analogy).	• Discuss rhetorical devices • Examine and critique various samples of persuasive writing • Determine which rhetorical devices are appropriate to purpose and audience. • Use writing process to develop a persuasive essay	rhetorical devices (logical, emotional, ethical appeals, personal anecdote, analogy) • assertions • persuasion • reasoning	• Write a persuasive essay using the rhetorical devices, using a rubric.	Show students examples of advertisements both written and oral. Students could discuss the persuasive appeal. Students can then create their own advertisement and/or commercial using three rhetorical devices.		

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Goal 4.4: Acquire Skills for Literary Response	10.LA.4.4.1 Write responses to literature that demonstrate an understanding of literary elements such as plot, theme, characterization, tone, style, foreshadowing, and figurative language. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Write responses to literature that demonstrate an understanding of literary elements such as plot, theme, characterization, tone, style, foreshadowing, and figurative language.	• Recognize the components of a literary analysis • Gather applicable evidence from the text to respond to a literary prompt • Compose a solid thesis that maps out the paper and makes a claim • Incorporate concrete detail (hard evidence) and commentary to support claim • Quote directly and/or paraphrase accurately using appropriate parenthetical citations • Produce multiple drafts of a literary analysis • Create a works cited page if necessary	literary devices /elements (plot, theme, characterization, tone, style, foreshadowing, and figurative language) • paraphrase • direct quotes • components	• Write a literary review that incorporates understanding of literary elements			
	10.LA.4.4.2 Write responses to literature that demonstrate an awareness and appreciation of a variety of authors' styles. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Write responses to literature that demonstrate an awareness and appreciation of a variety of authors' styles.	• Identify and define style and stylistic devices • Discuss elements of various authors' styles including tone, syntax, diction, purpose, theme development, audience, etc. • Use the writing process to compare/contrast authors' styles.	style • tone • syntax • diction • purpose • theme • audience	• Create an author portfolio			
Standard 5: Writing Components								
Goal 5.1: Acquire Handwriting Skills	No objectives at this grade level.							
Goal 5.2: Acquire Spelling Skills	No objectives at this grade level.							
Goal 5.3: Acquire Skills for Using Conventions	10.LA.5.3.1 Apply correct and varied sentence types in writing. CL: Content Limit: [Notice: Subject-verb agreement shifts from 5.3.2 to 5.3.1 at Grade 5. Beginning with Grade 9, subject-verb agreement may be assessed in 5.3.1, but more likely will be included in 5.3.2 or 5.4.1.] Skills assessed in previous grades are included. Examples: Sentence type recognition (declarative, interrogative, exclamatory, and imperative) Subject-verb agreement Complete/incomplete sentences [and run-ons] Combining sentences to correctly form complete simple, compound, complex, and compound-complex sentences	• Apply correct and varied sentence types and structures in writing.	• Discuss and practice subject/verb agreement in exercises and writing, emphasizing subject/verb agreement shifts • Discuss sentence types; label sentence types in student writing • Discuss sentence structure, including incomplete/complete sentences in exercises and student writing • Practice combining sentences utilizing correct conventions	sentence types (declarative, interrogative, exclamatory, imperative) • subject-verb agreement • complete/incomplete sentences (run-ons, fragments) • simple • compound • complex • compound-complex sentences • parallelism	• Label and identify various sentence structures and types • Practice sentence combining. • Utilize a variety of sentence structures and types in student writing • Practice correcting incorrect sentences, with errors including subject-verb agreement, run-ons, etc.			
	10.LA.5.3.2 Edit for agreement, word usage, parallel structure, and fluency. CL: C Content Limit: Items may include complete sentences containing incorrect agreement, word usage, or sentence structure. Item responses may attempt to improve the fluency of the sentence by using rules governing agreement, usage, or structure as a tool to assist with editing. Items may mix the specified skills.	• Edit for agreement, word usage, parallel structure, and fluency	• Recall rules for agreement, parallel structure and word usage • Correct for errors in agreement, parallel structure and word usage in various exercises • Correct to enhance fluency by varying sentence beginnings, lengths and structures in various exercises • Evaluate student writing using fluency strategies	parallel structure • agreement • word usage • fluency • transition words/phrases	• Using a piece of student writing, practice correcting sentences, including errors in agreement, word usage, sentence structure, etc. • Compare and contrast writing styles of a newspaper article and magazine article			
Goal 5.4: Acquire Skills for Using Conventions	10.LA.5.4.1 Demonstrate in writing the correct use of conventions emphasizing pronoun/antecedent agreement, subject/verb agreement, adjective/adverb usage, verb tense, verbals, appositives, compound-complex sentences, clauses, and parallel structure. CL: C Content Limit: Items may require complete sentences containing incorrect use of conventions. Skills assessed in previous grades are included. Examples: Past, present, future verb forms, including irregular verbs Personal pronouns	• Demonstrate in writing the correct use of conventions emphasizing pronoun/antecedent agreement, subject/verb agreement, adjective/adverb usage, verb tense, verbals, appositives, compound-complex sentences, clauses, and parallel structure	• Recall rules for verb tense, compound-complex sentences, and parallel structure • Discuss and practice pronoun/antecedent agreement, adjective/adverb usage, verbals, verb tense (past, present, future, irregular), appositives, clauses • Edit a piece of writing for correct conventions	conventions • pronoun/antecedent agreement • subject/verb agreement • adjective/adverb usage • verb tense • verbals • appositives • compound-complex sentences • clauses • parallel structure	• Practice correcting sentences, including errors in agreement, word usage, sentence structure, etc. • Create a piece of writing demonstrating correct use of conventions			

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	<p>10.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization.</p> <p>CL: B Content Limit: Items may require complete sentences containing incorrect use of punctuation and capitalization. Item responses may improve the fluency of the sentence by using rules of punctuation and capitalization as a tool to assist with editing.</p> <p>[Note: Book titles, names of ships, etc., are underlined in Grades 2-5 and placed in italics beginning at Grade 6.]</p> <p>[Apostrophe used to create singular and plural possessives is included.] [Hyphen is included.] [Punctuation of titles, works of art, ships, etc., is included.] Skills assessed in previous grades are included. Examples: Previous commas: words/phrases in a series, dates and addresses, friendly and business letter conventions, direct address, appositives, introductory elements, punctuation of compound, complex, and compound-complex sentences Quotation marks and commas to punctuate dialogue Colons Semicolons Parentheses End punctuation</p>	<ul style="list-style-type: none"> Demonstrate in writing the correct use of punctuation and capitalization 	<ul style="list-style-type: none"> Recall rules for capitalization List and define the rules of capitalization (book titles, names of ships, works of art, professional titles, etc.) List and define the punctuation rules for the following: apostrophes, hyphens, commas, words/phrases in a series, dates and addresses, friendly/personal and business letter conventions, direct address, appositives, introductory elements, punctuation of compound, complex, and compound-complex sentences, quotation marks and commas to punctuate dialogue, colons, semicolons, parentheses, and end punctuation 	<p>punctuation • capitalization • dialogue • apostrophes • singular and plural possessives • commas • appositives • compound • complex • compound-complex sentences • quotation marks • colons • semicolons • parentheses</p>	<ul style="list-style-type: none"> Practice correcting sentences for capitalization and punctuation errors Create a piece of writing demonstrating correct punctuation and capitalization 			
Standard 6: Communication								
Goal 6.1: Acquire Listening Skills	9-12.Spch.6.1.1 Assess how language and delivery affect the mood and tone of oral communication and make an impact on the audience.	<ul style="list-style-type: none"> Demonstrate how language and delivery affect the mood and tone of oral communication and make an impact on the audience. 	<ul style="list-style-type: none"> Distinguish between formal and informal language Identify nonverbal communication and how it affects delivery Compare and contrast impact of audience types 	<p>formal and informal language • nonverbal communication • delivery • audience</p>				
	9-12.Spch.6.1.2 Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.	<ul style="list-style-type: none"> Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject. 	<ul style="list-style-type: none"> List the speaker's purpose List the speaker's point of view using peer evaluations Identify the speaker's content and attitude Evaluate the speaker's delivery Generate questions 	<p>attitude • purpose • evaluate</p>				
	9-12.Spch.6.1.3 Draw conclusions about the ideas under discussion and support those conclusions with convincing evidence.	<ul style="list-style-type: none"> Formulate conclusions about the ideas under discussion, and support those conclusions with convincing evidence. 	<ul style="list-style-type: none"> Evaluate the speaker's ideas and support his/her conclusion with evidence 	<p>evidence • evaluate</p>				
	9-12.Spch.6.1.4 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.	<ul style="list-style-type: none"> Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language. 	<ul style="list-style-type: none"> Critique the speaker using set standards (i.e. rubric) 	<p>critique • rubric</p>				
	9-12.Spch.6.1.5 Analyze the types of arguments used by a speaker (e.g., argument by causation, analogy, authority, emotion, and logic).	<ul style="list-style-type: none"> Analyze the types of arguments used by a speaker (e.g., argument by causation, analogy, authority, emotion, and logic). 	<ul style="list-style-type: none"> Identify the type of argument used Explain whether it was a valid and useful argument 	<p>ethos • pathos • logos • argument</p>				
Goal 6.2: Acquire Speaking Skills	9-12.Spch.6.2.1 Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes, and references to authoritative sources.	<ul style="list-style-type: none"> Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes, and references to authoritative sources. 	<ul style="list-style-type: none"> Identify appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes, and references to authoritative sources Choose the appropriate technique 	<p>anecdotes • authoritative sources</p>				
	9-12.Spch.6.2.2 Identify and use elements of classical speech forms (e.g., the introduction, transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.	<ul style="list-style-type: none"> Identify and use elements of classical speech forms (e.g., the introduction, transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate. 	<ul style="list-style-type: none"> Identify elements of classical speech forms (e.g., the introduction, transitions, body, conclusion) Use these elements in formulating rational arguments 	<p>classical speech forms • rational arguments</p>				
	9-12.Spch.6.2.3 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.	<ul style="list-style-type: none"> Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations. 	<ul style="list-style-type: none"> Identify props, visual aids, graphs, and electronic media Select the prop, etc., that best enhances the appeal and accuracy of the presentation 	<p>props • visual aids • graphs • electronic media</p>				
	9-12.Spch.6.2.4 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.	<ul style="list-style-type: none"> Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations. 	<ul style="list-style-type: none"> Identify audience Select the appropriate verbal and nonverbal techniques for the audience 	<p>voice • gesture • eye contact • kinetics • proximity</p>				
	9-12.Spch.6.2.5 Use effective and interesting language, including formal expressions for effect, standard English for clarity, and technical language for specificity.	<ul style="list-style-type: none"> Use effective and interesting language, including formal expressions for effect, standard English for clarity, and technical language for specificity. 	<ul style="list-style-type: none"> Utilize the following for clarity and specificity: interesting language, formal expression, standard English and technical language 	<p>clarity • specificity • word choice • technical language</p>				

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	9-12.Spch.6.2.6 Analyze historically significant speeches to find the rhetorical devices and features that make them memorable.	• Analyze historically significant speeches to find the rhetorical devices and features that make them memorable.	• Listen to a famous speech • Discuss rhetorical devices • Identify the rhetorical devices being used • Evaluate the features that makes these speeches memorable	metaphor • alliteration • imagery • allusion • simile and other figurative language • symbolism • repetition				
	9-12.Spch.6.2.7 Deliver narrative presentations that narrate a sequence of events and communicate their significance to the audience.	• Deliver narrative presentations that narrate a sequence of events and communicate their significance to the audience.	• Dramatize a narrative • Prepare an introduction of the narrative	narrative • dramatize • sequence of events				
	9-12.Spch.6.2.8 Deliver expository presentations that provide evidence in support of a thesis. Include related claims and include information on all relevant perspectives.	• Deliver expository presentations that provide evidence in support of a thesis. Include related claims and include information on all relevant perspectives.	• Compose an expository speech that includes supporting evidence • Deliver the speech	expository • evidence • claim • perspective				
	9-12.Spch.6.2.9 Deliver oral responses to literature that advance a judgment and/or demonstrate a comprehensive understanding of the significant ideas of a work or passage. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.	• Deliver oral responses to literature that advance a judgment and/or demonstrate a comprehensive understanding of the significant ideas of a work or passage. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.	• Identify a piece of literature that expresses an opinion • Formulate a judgment or demonstrate an understanding of the ideas within the passage • Support the judgment/understanding using evidence from the piece and from other works	judgment • opinion • evidence				
	9-12.Spch.6.2.10 Deliver persuasive arguments (e.g., evaluation and analysis of problems and solutions, causes and effects) that structure ideas and arguments in a coherent, logical fashion.	• Deliver persuasive arguments (e.g., evaluation and analysis of problems and solutions, causes and effects) that structure ideas and arguments in a coherent, logical fashion.	• Identify logic and reasoning • Organize ideas into a coherent format • Deliver a logical persuasive argument	logic • pathos • ethos • logos • inductive • deductive • syllogism • fallacy • analogy • reasoning				
	9-12.Spch.6.2.11 Deliver multimedia presentations that incorporate information from a wide range of media.	• Deliver multimedia presentations that incorporate information from a wide range of media.	• Choose mode of multimedia presentation • Prepare a multimedia presentation • Present a multimedia presentation	multimedia				
Goal 6.3: Acquire Viewing Skills	9-12.Spch.6.3.1 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertising; stereotyping; visual representations, special effects, language).	• Examine strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertising; stereotyping; visual representations, special effects, language).	• Identify examples of strategies used in media • Categorize strategies • Create an example	media • strategies • inform • persuade • entertain • transmit • culture • stereotyping • special effects				
	9-12.Spch.6.3.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.	• Determine the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.	• Observe variety of media presentations • Identify message • Determine the impact of the message	impact • democratic process • influence • attitudes • images • shaping				
	9-12.Spch.6.3.3 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness.	• Differentiate the techniques used in media messages for a particular audience and evaluate their effectiveness.	• Identify various media techniques used • Apply knowledge of techniques to evaluate their effectiveness • Form an opinion based on evaluations of techniques	media techniques • propaganda • surveys • interviewing • censorship and audience appropriateness				
	9-12.Spch.6.3.4 Compare and contrast the ways in which media genres (e.g., televised news, news magazines and documentaries, and online information) cover the same event.	• Compare and contrast the ways in which media genres (e.g., televised news, news magazines and documentaries, and online information) cover the same event.	• Select a current event that is covered in more than one media genre • Survey a variety of media genres (i.e. televised news, news magazines and documentaries, and online information) • Compare and contrast the ways in which the different genres cover the same event	current event • documentary • periodical				
	9-12.Spch.6.3.5 Identify the aesthetic appeal of a media presentation and evaluate the techniques used to create the effects.	• Identify the aesthetic appeal of a media presentation and evaluate the techniques used to create the effects.	• Discuss personal likes and dislikes • View a presentation on a topic • Establish standards of personal censorship • Synthesize information to form an opinion • Create an aesthetically pleasing presentation	aesthetic • appropriateness • ethics • personal responsibility • censorship				