



**SOUTH DAKOTA**  
**Reading and Communication Arts Standards Grade 10**  
***Writer's Choice: Grammar and Composition Grade 10* © 2005**

OBJECTIVES	PAGE REFERENCES
<b>Reading Goals and Indicators</b> <b>Tenth Grade Reading</b>	
<b>Goal 1: Students are able to read at increasing levels of complexity for a variety of reasons.</b>	
<b>Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.</b>	
<b>10.R.1.1 Students are able to connect main ideas to identify relationships with other sources and topics. To meet this standard students may:</b> <ul style="list-style-type: none"> <li>• interpret word choice in a variety of text (<b>for example:</b> mythology, short stories, newspapers, <i>Flowers for Algernon</i>);</li> </ul>	SE: 162 TWE: LE 105, 317 T 159 TW 158
<ul style="list-style-type: none"> <li>• compare and contrast literary and modern heroes (<b>for example:</b> Odysseus, trickster tales, Tiger Woods; mythological, historical, and cultural figures);</li> </ul>	SE: 236-239, 258-261 TWE: CC 211
<ul style="list-style-type: none"> <li>• recognize coming-of-age themes (<b>for example:</b> <i>Ellen Foster</i>, <i>Great Expectations</i>, <i>A Separate Peace</i>).</li> </ul>	Literature selections can be supplemented to meet this objective. See Glencoe's <i>Literature: The Reader's Choice</i> © 2002.
<b>Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.</b>	
<b>10.R.2.1 Students are able to compare/contrast similar themes across genres to determine how the type of literature shapes the message. To meet this standard students may:</b> <ul style="list-style-type: none"> <li>• examine a similar theme in several works (<b>for example:</b> the theme of death in poetry, <i>Our Town</i>, <i>Red Badge of Courage</i>, <i>A Separate Peace</i>, <i>Of Mice and Men</i>, <i>Night</i>);</li> </ul>	SE: 236-239, 258-261 TWE: CC 34, 103, 211
<ul style="list-style-type: none"> <li>• explain how different genres reflect character relationships (<b>for example:</b> <i>Glass Menagerie</i>, <i>A Raisin in the Sun</i>, <i>To Kill a Mockingbird</i>, Gary Soto, Amy Tan, Sandra Cisneros).</li> </ul>	SE: 148-151, 194, 204-211, 258-260
<b>10.R.2.2 Students are able to analyze and identify the structures of literary genres and their functions within that category. To meet this standard students may:</b> <ul style="list-style-type: none"> <li>• identify the basic components of plot development in various genres (<b>for example:</b> short stories, drama, novels, narrative poetry).</li> </ul>	SE: 32-37, 98-100, 156-161, 204-211, 266-273, 314-317, 349-355

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<b>Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.</b>	
<p><b>10.R.3.1 Students are able to understand possible differences between author’s intent and reader’s interpretation through various cultural and historical perspectives. To meet this standard students may:</b></p> <ul style="list-style-type: none"> <li>compare and contrast the background of the author and that of the reader (<b>for example:</b> <i>Black Elk Speaks</i>, <i>The Diary of Anne Frank</i>, <i>Romeo and Juliet</i>, <i>Night</i>, <i>The Souls of Black Folk</i>, Maya Angelou, Sandra Cisneros, Linda Hasselstrom, Virginia Driving Hawk Sneve, Dan O’Brien);</li> </ul>	<p>SE: 32-38, 98-107, 156-162, 204-212, 266-274, 314-318, 349-356 TWE: CC 273 CuC 273</p>
<ul style="list-style-type: none"> <li>trace the different interpretations of war literature and its effect on society (<b>for example:</b> Sassoon, Tim O’Brien, <i>All Quiet on the Western Front</i>, Vietnam literature, Desert Storm literature).</li> </ul>	<p>SE: 32-38, 98-107, 156-162, 204-212, 266-274, 314-318, 349-356 TWE: CC 273 CuC 273</p>
<b>Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.</b>	
<p><b>10.R.4.1 Students are able to differentiate between fact, logic, and opinion in various texts. To meet this standard students may:</b></p> <ul style="list-style-type: none"> <li>compare/contrast two essays based on opposing viewpoints of the same topic (<b>for example:</b> slavery, prohibition);</li> </ul>	<p>SE: 278-281, 282-285, 306-309, 314-318 TWE: CC 317</p>
<ul style="list-style-type: none"> <li>determine whether statements in expository text represent fact, logic, or opinion (<b>for example:</b> news magazines, tabloids, newspapers, essays, editorials, textbooks).</li> </ul>	<p>SE: 20-23, 27, 286-288, 314-318, 851-852 TWE: ARS 205</p>
<p><b>10.R.4.2 Students are able to analyze information for clarity, relevance, point of view, credibility, and supporting data. To meet this standard students may:</b></p> <ul style="list-style-type: none"> <li>examine opposing viewpoints and indicate the position that is best supported by the data provided (<b>for example:</b> tobacco, forest management, endangered species);</li> </ul>	<p>SE: 278-281, 282-285, 306-309, 314-318 TWE: CC 317</p>
<ul style="list-style-type: none"> <li>examine the adequacy of details offered in support of an argument (<b>for example:</b> web information, newspapers, editorials, news magazines).</li> </ul>	<p>SE: 20-23, 27, 286-288, 294-297, 314-318, 851-852 TWE: ARS 205</p>

OBJECTIVES	PAGE REFERENCES
<b>Goals and Indicators Writing Standards Tenth Grade Writing</b> <b>Goal 1: Students will write effectively for different audiences and specific purposes.</b>	
<b>Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.</b>	
<b>10.W.1.1 Students are able to develop and analyze literary, personal, and technical writings to inform, explain, analyze, persuade, and entertain. To meet this standard students may:</b> <ul style="list-style-type: none"> <li>• create and organize various original texts (<b>for example:</b> short stories, autobiography, letter to the editor, how-to essay, journal).</li> </ul>	SE: 152-155, 200-203, 248-251, 262-265, 294-297, 302-305, 306-309, 310-313
<b>10.W.1.2 Students are able to write business correspondence acceptable for workplace or academic settings. To meet this standard students may:</b> <ul style="list-style-type: none"> <li>• demonstrate use of appropriate style and form for business and academic correspondence (<b>for example:</b> resume, letter, job application, college application).</li> </ul>	SE: 228-231, 413-419, 420-423, 425-430, 431-433, 434-435
<b>10.W.1.3 Students are able to conform to appropriate formats in writing. To meet this standard students may:</b> <ul style="list-style-type: none"> <li>• recognize standard forms in written expression (<b>for example:</b> memorandums, poetry, reports, summaries).</li> </ul>	SE: 228-231, 413-419, 420-423, 425-430, 431-433, 434-435
<b>Indicator 2: Students are able to use various strategies and techniques to improve writing quality.</b>	
<b>10.W.2.1 Students are able to demonstrate the use of literary elements and aesthetic qualities when revising and improving writing. To meet this standard students may:</b> <ul style="list-style-type: none"> <li>• use point of view, characterization, and irony (<b>for example:</b> write the same story from two different points of view, describe an unpleasant task as if it were thrilling).</li> </ul>	SE: 76-81, 154, 200, 262 TWE: EE 80 ELL 265
<b>Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.</b>	
<b>10.W.3.1 Students are able to create works that use precise language and technical or professional vocabulary to communicate ideas clearly and concisely. To meet this standard students may:</b> <ul style="list-style-type: none"> <li>• distinguish between abstract and concrete diction;</li> </ul>	SE: 68-71, 136-139, 240-243, 788, 791, 794 TWE: C 243 T 137, 138
<ul style="list-style-type: none"> <li>• create documents that appropriately use formal and informal style (<b>for example:</b> how-to manuals or essays, descriptive essays, brochures, résumés).</li> </ul>	SE: 228-231, 413-419, 420-423, 425-430, 431-433, 434-435

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<b>Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.</b>	
<b>10.W.4.1 Students are able to use accurate and detailed references to support key ideas and viewpoints. To meet this standard students may:</b> <ul style="list-style-type: none"> <li>• locate information and ideas from primary and secondary sources;</li> </ul>	SE: 228-231, 248-250, 294-297, 322-327 <i>Writing Activities</i> 251 TWE: CT 327 ELL 324, 325 WRW 326
<ul style="list-style-type: none"> <li>• select and analyze information that supports or refutes a position.</li> </ul>	SE: 248-251, 258-261, 290-293, 294-297, 298-301, 302-305, 306-309, 322- 327
<b>Listening and Viewing Standards</b> <b>Tenth Grade Listening and Viewing</b> <b>Goal 2: Students are able to use critical listening and viewing skills in various situations and for a variety of purposes.</b>	
<b>Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.</b>	
<b>10.L.1. Students are able to ask appropriate, focused, and subject-related questions to interpret the intent of the communication. To meet this standard students may:</b> <ul style="list-style-type: none"> <li>• examine the adequacy of details offered in support of an argument (<b>for example:</b> peer speeches, lectures).</li> </ul>	SE: 285, 289, 297, 309, 883-886, 892-893, 895-901, 903-904
<b>10.L.1.2 Students are able to summarize what has been presented for clarification and understanding. To meet this standard students may:</b> <ul style="list-style-type: none"> <li>• identify the main idea of a presentation (<b>for example:</b> political speech, content area lecture, song lyrics).</li> </ul>	SE: 892-893, 895-901, 903-904 TWE: LS 893
<b>Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various oral/visual sources.</b>	
<b>10.L.2.1 Students are able to analyze the effectiveness of arguments used by various speakers. To meet this standard students may:</b> <ul style="list-style-type: none"> <li>• identify the types of arguments used by speakers (<b>for example:</b> causation, analogy, authority, emotion, logic);</li> </ul>	SE: 81, 285, 289, 297, 309, 883-886, 892-893, 895-901, 903-904
<ul style="list-style-type: none"> <li>• describe and identify the use of language techniques (<b>for example:</b> labeling, ambiguity, vagueness, hedging, assigning arbitrary definitions, unsupported arguments).</li> </ul>	SE: 85, 285, 289, 297, 309, 883-886, 892-893, 895-901, 903-904 TWE: LS 115

OBJECTIVES	PAGE REFERENCES
<b>Speaking Standards Tenth Grade Speaking</b>	
<b>Goal 3: Students are able to speak effectively in a variety of formal and informal situations.</b>	
<b>Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.</b>	
<b>10.S.1.1 Students are able to construct and deliver a variety of speeches. To meet this standard students may:</b> <ul style="list-style-type: none"> <li>• gather material, outline, and present a speech (for example: informative, persuasive).</li> </ul>	SE: 59, 93, 139, 179, 239, 285, 887-890
<b>10.S.1.2 Students are able to choose logical devices for introduction and conclusion. To meet this standard students may:</b> <ul style="list-style-type: none"> <li>• use various opening and ending techniques (for example: anecdotes, startling statement, statistics, questions).</li> </ul>	SE: 59, 67, 179, 191, 289, 887-890
<b>10.S.1.3 Students are able to plan formal oral presentations using various supporting strategies. To meet this standard students may:</b> <ul style="list-style-type: none"> <li>• locate and select convincing evidence (for example: logical arguments, details, analogies, illustrations).</li> </ul>	SE: 59, 131, 135, 147, 239, 251, 285, 887-890
<b>Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.</b>	
<b>10.S.2.1 Students are able to determine the relationship among purpose, audience, and content of presentation. To meet this standard students may:</b> <ul style="list-style-type: none"> <li>• use technical terms and notations accurately in oral presentations (for example: scientific terms, citing sources);</li> </ul>	SE: 59, 93, 139, 179, 239, 285, 887-890
<ul style="list-style-type: none"> <li>• adjust content and delivery according to the situation (for example: impromptu, role play, court appearance, principal's office).</li> </ul>	SE: 11, 59, 93, 139, 179, 239, 285, 887-890 TWE: T 889
<b>10.S.2.2 Students are able to use explicit verbal techniques for effective presentations. To meet this standard students may:</b> <ul style="list-style-type: none"> <li>• use variety in tone for emphasis and to create interest (for example: pitch, quality, volume, rate, inflections, enunciation).</li> </ul>	SE: 59, 93, 139, 179, 239, 285, 887-890 TWE: T 887

## Codes Used for TWE Pages

ARS	Active Reading Strategies
C	Close
CC	Compare and Contrast
CT	Critical Thinking
CuC	Cultural Connections
EE	Enrichment and Extension
ELL	English Language Learners
LE	Literary Elements
LS	Listening and Speaking
T	Teach
TW	Trait Writing
WRW	Writing in the Real World