



**SOUTH DAKOTA**  
**Reading and Communication Arts Standards Grade 10**  
*Literature: The Reader's Choice Course 5 © 2002*

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>	SE: 18, 144, 182, 295, 372, 538, 908, R90 <i>Literary Elements</i> 44, 498
<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>	
<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: 93, 941  <i>Literature selections can be adapted to model this objective.</i>
<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>	SE: 23-24, 48-58, 433-439, 460-471, 962-973, 982-986, 1030-1039 <i>Literary Elements</i> 440, 472 TWE: LE 438
<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>	SE: 93, 307, 360, 499, 567, 899, 941, 1043
<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>	
<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: 2, 491 <i>Literary Elements</i> 124, 746, 871, 1050 TWE: LE 86, 275, 551, 987, 1026
<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>	SE: 3, 134, 307 <i>Literary Elements</i> 86, 275, 551, 987, 1026
<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>	

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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, The Diary of Anne Frank, Romeo and Juliet, Night, The Souls of Black Folk, Maya Angelou, Sandra Cisneros, Linda Hasselstrom, Virginia Driving Hawk Sneve, Dan O’Brien</i>);</li> </ul>	SE: 23-34, 76-85, 225-230, 330-338, 399-408, 479-485, 544-550, 649, 915-931
<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>	SE: 39-43, 445-455, 879, 893, 1055-1056
<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>	SE: 532, 1039-1041
<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>	SE: <i>Literary Elements</i> 551 TWE: CT 438, 449 MME 522 RM 455 WM 453
<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>	SE: 431, 441, 498, 499 TWE: AL 452, 469 IC 448 RWC 437, 450, 483
<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>	SE: 473 TWE: RWC 466

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<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: 136-140, 234-238, 306-312, 412-415, 500-504, 568-571, 616-619, 670-674, 702-705, 902-905, 990-993, 1078-1081
<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: 87, 183, 231, 234-238, 353, 458, 539, 632, 747, 1042, R70-R71
<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: 234-238, 568-571, 670-674, 902-905, 990-993, 1078-1081, R110, R117, R120, R123
<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: 139, 237, 311, 414, 503, 570, 619, 673, 704, 992, 1080
<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: 139, 503, 570, 619, 1080 <i>Revising Tip</i> 237, 311, 414, 673, 704, 992
<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: 87, 183, 231, 234-238, 353, 458, 539, 632, 747, 1042, R70-R71

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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: 990-993, R64-R69 TWE: ELL 990 RC R68
<ul style="list-style-type: none"> <li>• select and analyze information that supports or refutes a position.</li> </ul>	SE: 234-238, 901, 913, R63 TWE: LSC R63
<b>Listening and Viewing Standards Tenth Grade Listening and Viewing 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: 36, 60, 106, 154, 444, 538, 541, 640, 898 TWE: ELL 618 LSM 464
<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: 127, 441, 490, 527, 590, 606, 618, 641 TWE: ELL 90, 618 InC 590
<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: 127, 441, 490, 527, 590, 606, 618, 641 TWE: ELL 90, 618 InC 590 LSC R63
<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: 127, 441, 490, 527, 590, 606, 618, 641 TWE: ELL 127 LSM 322, 407

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 <b>(for example:</b> informative, persuasive).</li> </ul>	SE: 106, 171, 267, 430, 621, 898, 901, 933 TWE: ELL 190
<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 <b>(for example:</b> anecdotes, startling statement, statistics, questions).</li> </ul>	SE: 106, 171, 267, 430, 621, 898, 901, 933 TWE: ELL 190
<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 <b>(for example:</b> logical arguments, details, analogies, illustrations).</li> </ul>	SE: 106, 171, 267, 430, 621, 898, 901, 933 TWE: LSM 1021
<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 <b>(for example:</b> scientific terms, citing sources);</li> </ul>	SE: 154, 276, 353, 430, 468, 664 TWE: AL 403 IC 678 MME 215 RWC 54
<ul style="list-style-type: none"> <li>• adjust content and delivery according to the situation <b>(for example:</b> impromptu, role play, court appearance, principal's office).</li> </ul>	SE: 21, 71, 87, 183, 213, 244, 473, 621, 675, 1001
<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 <b>(for example:</b> pitch, quality, volume, rate, inflections, enunciation).</li> </ul>	SE: 106, 171, 267, 430, 621, 898, 901, 933 TWE: ELL 190

## Codes Used for TWE Pages

AL	Advanced Learners
CT	Critical Thinking
ELL	English Language Learners
IC	Interdisciplinary Connection
InC	Internet Connection
LE	Literary Elements
LSC	Listening and Speaking Connection
LSM	Listening and Speaking Minilesson
MME	Multiple Modes of Expression
RC	Reading Connection
RM	Reading Minilesson
RWC	Real World Connection
WM	Writing Minilesson