Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 1 Page 9-26

Arkansas Standards
Language Arts
Grade **10** - Adopted: **2023**

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Reading Comprehension**
PERFORMANCE EXPECTATION		**Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.**
BENCHMARK / PROFICIENCY	10.RC.1. RF.	Provide an objective summary of a text.
BENCHMARK / PROFICIENCY	10.RC.2. RF.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Reading Comprehension**
PERFORMANCE EXPECTATION		**Reading Information - Reading Information includes skills that are specific to non-fiction texts.**
BENCHMARK / PROFICIENCY	10.RC.11. RI.	Analyze how an author introduces and develops central individuals, events, or ideas through description and sequencing.
BENCHMARK / PROFICIENCY	10.RC.12. RI.	Detail how an author uses structure to develop central ideas or claims through sentences, paragraphs, or larger portions of a text.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Writing**
PERFORMANCE EXPECTATION		**Style - Writing style includes different types of writing for different purposes.**
BENCHMARK / PROFICIENCY	**10.W.2.S.**	**Write to inform about a complex topic:**
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.

DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		**Style - Writing style includes different types of writing for different purposes.**
BENCHMARK / PROFICIENCY	10.W.3.S.	**Write to express real or imagined experiences and/or events:**

DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		**Production - Writing production includes volume and clarity of writing and the writing process.**

BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	10.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		**Research - Research includes identifying a topic, gathering information, and assessing sources.**

BENCHMARK / PROFICIENCY	10.W.16.R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.

CONTENT STANDARD		**Vocabulary - Vocabulary includes understanding and using words to communicate effectively.**

PERFORMANCE EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

STRAND / TOPIC	**Grade 10 English Language Arts Standards**

CONTENT STANDARD		**Vocabulary - Vocabulary includes understanding and using words to communicate effectively.**
PERFORMANCE EXPECTATION	**10.V.3.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:**
BENCHMARK / PROFICIENCY		Use context,

STRAND / TOPIC	**Grade 10 English Language Arts Standards**

CONTENT STANDARD		**Vocabulary - Vocabulary includes understanding and using words to communicate effectively.**
PERFORMANCE EXPECTATION	10.V.5.	Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.

STRAND / TOPIC	**Grade 10 English Language Arts Standards**

CONTENT STANDARD		**Collaborative Communication**
PERFORMANCE EXPECTATION		**Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.**
BENCHMARK / PROFICIENCY	10.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.

STRAND / TOPIC	**Grade 10 English Language Arts Standards**

CONTENT STANDARD		**Collaborative Communication**
PERFORMANCE EXPECTATION		**Presentation - Presentation includes an individual or group verbally addressing an audience on a particular topic.**
BENCHMARK / PROFICIENCY	10.CC.10 .P.	Adapt speech to a variety of contexts and tasks, using appropriate body language, tone, and pacing.

| BENCHMARK / PROFICIENCY | 10.CC.11. P. | Demonstrate command of standard English when indicated or appropriate. |

CONTENT STANDARD		**Language**
PERFORMANCE EXPECTATION		**Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.**

| BENCHMARK / PROFICIENCY | 10.L.7.S. | Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations. |

CONTENT STANDARD		**Language**
PERFORMANCE EXPECTATION		**Conventions - Conventions involve the correct use of mechanics in writing.**

| BENCHMARK / PROFICIENCY | 10.L.11.C. | Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly. |

UNIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 2 Page 27-36

Arkansas Standards
Language Arts
Grade **10** - Adopted: **2023**

CONTENT STANDARD		**Reading Comprehension**
PERFORMANCE EXPECTATION		**Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.**

| BENCHMARK / PROFICIENCY | 10.RC.1. RF. | Provide an objective summary of a text. |

| BENCHMARK / PROFICIENCY | 10.RC.2. RF. | Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas. |

CONTENT STANDARD		**Reading Comprehension**
PERFORMANCE EXPECTATION		**Reading Information - Reading Information includes skills that are specific to non-fiction texts.**

| BENCHMARK / PROFICIENCY | 10.RC.11. RI. | Analyze how an author introduces and develops central individuals, events, or ideas through description and sequencing. |

BENCHMARK / PROFICIENCY	10.RC.12. RI.	Detail how an author uses structure to develop central ideas or claims through sentences, paragraphs, or larger portions of a text.

STRAND / TOPIC		**Grade 10 English Language Arts Standards**
CONTENT STANDARD		**Writing**
PERFORMANCE EXPECTATION		**Style - Writing style includes different types of writing for different purposes.**
BENCHMARK / PROFICIENCY	10.W.2.S.	**Write to inform about a complex topic:**
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.

STRAND / TOPIC		**Grade 10 English Language Arts Standards**
CONTENT STANDARD		**Writing**
PERFORMANCE EXPECTATION		**Style - Writing style includes different types of writing for different purposes.**
BENCHMARK / PROFICIENCY	10.W.3.S.	**Write to express real or imagined experiences and/or events:**
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.

STRAND / TOPIC		**Grade 10 English Language Arts Standards**
CONTENT STANDARD		**Writing**
PERFORMANCE EXPECTATION		**Production - Writing production includes volume and clarity of writing and the writing process.**
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	10.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.

BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND / TOPIC	Grade 10 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANC E EXPECTATION		**Research - Research includes identifying a topic, gathering information, and assessing sources.**
BENCHMARK / PROFICIENCY	10.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.

STRAND / TOPIC	Grade 10 English Language Arts Standards

CONTENT STANDARD		**Vocabulary - Vocabulary includes understanding and using words to communicate effectively.**
PERFORMANC E EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

STRAND / TOPIC	Grade 10 English Language Arts Standards

CONTENT STANDARD		**Vocabulary - Vocabulary includes understanding and using words to communicate effectively.**
PERFORMANC E EXPECTATION	10.V.3.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:**
BENCHMARK / PROFICIENCY		Trace the origins of words (i.e., etymology),
BENCHMARK / PROFICIENCY		Use context,

STRAND / TOPIC	Grade 10 English Language Arts Standards

CONTENT STANDARD		**Vocabulary - Vocabulary includes understanding and using words to communicate effectively.**
PERFORMANC E EXPECTATION	10.V.5.	Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.

STRAND / TOPIC	Grade 10 English Language Arts Standards

CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	10.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.

STRAND / TOPIC	Grade 10 English Language Arts Standards

CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Presentation - Presentation includes an individual or group verbally addressing an audience on a particular topic.
BENCHMARK / PROFICIENCY	10.CC.10 .P.	Adapt speech to a variety of contexts and tasks, using appropriate body language, tone, and pacing.
BENCHMARK / PROFICIENCY	10.CC.11. P.	Demonstrate command of standard English when indicated or appropriate.

STRAND / TOPIC	Grade 10 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice

STRAND / TOPIC	Grade 10 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.5.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

BENCHMARK / PROFICIENCY	10.L.7.S.	Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.

BENCHMARK / PROFICIENCY	10.L.11.C.	Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 37-48

Arkansas Standards
Language Arts
Grade **10** - Adopted: **2023**

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.

BENCHMARK / PROFICIENCY	10.RC.1. RF.	Provide an objective summary of a text.

BENCHMARK / PROFICIENCY	10.RC.2. RF.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.

BENCHMARK / PROFICIENCY	10.RC.5. RL.	Describe how complex characters (e.g., static, dynamic, round) develop over the course of a text, interact with other characters, advance the plot, and/or develop the theme.

BENCHMARK / PROFICIENCY	10.RC.6. RL.	Explain how the overall structure and sequencing of a text enhances the mood, suspense, tension, and other literary devices.

BENCHMARK / PROFICIENCY	10.RC.7. RL.	Describe how characters' points of view (POV) and/or perspectives are shaped through experiences.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing

PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
DESCRIPTOR		Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences.
DESCRIPTOR		Use narrative techniques effectively.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:

BENCHMARK / PROFICIENCY		Use context,

CONTENT STANDARD		**Vocabulary - Vocabulary includes understanding and using words to communicate effectively.**
PERFORMANCE EXPECTATION	10.V.5.	Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.

CONTENT STANDARD		**Collaborative Communication**
PERFORMANCE EXPECTATION		**Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.**
BENCHMARK / PROFICIENCY	10.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.

CONTENT STANDARD		**Collaborative Communication**
PERFORMANCE EXPECTATION		**Presentation - Presentation includes an individual or group verbally addressing an audience on a particular topic.**
BENCHMARK / PROFICIENCY	10.CC.10 .P.	Adapt speech to a variety of contexts and tasks, using appropriate body language, tone, and pacing.
BENCHMARK / PROFICIENCY	10.CC.11. P.	Demonstrate command of standard English when indicated or appropriate.

CONTENT STANDARD		**Language**
PERFORMANCE EXPECTATION		**Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.**

BENCHMARK / PROFICIENCY	10.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		**Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.**

BENCHMARK / PROFICIENCY	10.L.5.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.
BENCHMARK / PROFICIENCY	10.L.7.S.	Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		**Conventions - Conventions involve the correct use of mechanics in writing.**

BENCHMARK / PROFICIENCY	10.L.11.C.	Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 49-56

Arkansas Standards
Language Arts
Grade **10** - Adopted: **2023**

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		**Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.**

BENCHMARK / PROFICIENCY	10.RC.1. RF.	Provide an objective summary of a text.
BENCHMARK / PROFICIENCY	10.RC.2. RF.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		**Reading Literature - Reading Literary includes skills that are specific to literature.**

BENCHMARK / PROFICIENCY	10.RC.5. RL.	Describe how complex characters (e.g., static, dynamic, round) develop over the course of a text, interact with other characters, advance the plot, and/or develop the theme.
BENCHMARK / PROFICIENCY	10.RC.6. RL.	Explain how the overall structure and sequencing of a text enhances the mood, suspense, tension, and other literary devices.
BENCHMARK / PROFICIENCY	10.RC.7. RL.	Describe how characters' points of view (POV) and/or perspectives are shaped through experiences.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		**Style - Writing style includes different types of writing for different purposes.**
BENCHMARK / PROFICIENCY	10.W.3.S.	**Write to express real or imagined experiences and/or events:**
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
DESCRIPTOR		Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences.
DESCRIPTOR		Use narrative techniques effectively.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		**Production - Writing production includes volume and clarity of writing and the writing process.**
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Vocabulary - Vocabulary includes understanding and using words to communicate effectively.**
PERFORMANCE EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Vocabulary - Vocabulary includes understanding and using words to communicate effectively.**
PERFORMANCE EXPECTATION	**10.V.3.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:**
BENCHMARK / PROFICIENCY		Use context,

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Vocabulary - Vocabulary includes understanding and using words to communicate effectively.**
PERFORMANCE EXPECTATION	10.V.5.	Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Collaborative Communication**
PERFORMANCE EXPECTATION		**Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.**
BENCHMARK / PROFICIENCY	10.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Language**

PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.5.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.6.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.7.S.	Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.
BENCHMARK / PROFICIENCY	10.L.11.C.	Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

Arkansas Standards
Language Arts
Grade **10** - Adopted: **2023**

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Reading Comprehension**
PERFORMANCE EXPECTATION		**Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.**
BENCHMARK / PROFICIENCY	10.RC.1. RF.	Provide an objective summary of a text.
BENCHMARK / PROFICIENCY	10.RC.2. RF.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Reading Comprehension**
PERFORMANCE EXPECTATION		**Reading Information - Reading Information includes skills that are specific to non-fiction texts.**
BENCHMARK / PROFICIENCY	10.RC.11. RI.	Analyze how an author introduces and develops central individuals, events, or ideas through description and sequencing.
BENCHMARK / PROFICIENCY	10.RC.12. RI.	Detail how an author uses structure to develop central ideas or claims through sentences, paragraphs, or larger portions of a text.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Writing**
PERFORMANCE EXPECTATION		**Style - Writing style includes different types of writing for different purposes.**
BENCHMARK / PROFICIENCY	10.W.2.S.	**Write to inform about a complex topic:**
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.

STRAND / TOPIC		Grade 10 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.

STRAND / TOPIC   **Grade 10 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	10.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND / TOPIC   **Grade 10 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	10.W.15.R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	10.W.16.R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.

STRAND / TOPIC   **Grade 10 English Language Arts Standards**

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.

PERFORMANCE EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

STRAND / TOPIC	Grade 10 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	**10.V.3.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:**

BENCHMARK / PROFICIENCY		Use context,

STRAND / TOPIC	Grade 10 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.

PERFORMANCE EXPECTATION	10.V.5.	Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.

STRAND / TOPIC	Grade 10 English Language Arts Standards

CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		**Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.**

BENCHMARK / PROFICIENCY	10.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.

STRAND / TOPIC	Grade 10 English Language Arts Standards

CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		**Presentation - Presentation includes an individual or group verbally addressing an audience on a particular topic.**

BENCHMARK / PROFICIENCY	10.CC.10 .P.	Adapt speech to a variety of contexts and tasks, using appropriate body language, tone, and pacing.

BENCHMARK / PROFICIENCY	10.CC.11. P.	Demonstrate command of standard English when indicated or appropriate.

STRAND / TOPIC		**Grade 10 English Language Arts Standards**
CONTENT STANDARD		**Language**
PERFORMANC E EXPECTATION		**Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.**
BENCHMARK / PROFICIENCY	**10.L.2.S.**	**Use verbs effectively:**
DESCRIPTOR		Shifts in mood and voice

STRAND / TOPIC		**Grade 10 English Language Arts Standards**
CONTENT STANDARD		**Language**
PERFORMANC E EXPECTATION		**Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.**
BENCHMARK / PROFICIENCY	**10.L.6.S.**	**Use prepositional phrases effectively:**
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial

STRAND / TOPIC		**Grade 10 English Language Arts Standards**
CONTENT STANDARD		**Language**
PERFORMANC E EXPECTATION		**Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.**
BENCHMARK / PROFICIENCY	10.L.7.S.	Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

STRAND / TOPIC		**Grade 10 English Language Arts Standards**
CONTENT STANDARD		**Language**
PERFORMANC E EXPECTATION		**Conventions - Conventions involve the correct use of mechanics in writing.**
BENCHMARK / PROFICIENCY	10.L.11.C.	Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 71-82

Arkansas Standards

Language Arts

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Reading Comprehension**
PERFORMANCE EXPECTATION		**Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.**
BENCHMARK / PROFICIENCY	10.RC.1. RF.	Provide an objective summary of a text.
BENCHMARK / PROFICIENCY	10.RC.2. RF.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Reading Comprehension**
PERFORMANCE EXPECTATION		**Reading Information - Reading Information includes skills that are specific to non-fiction texts.**
BENCHMARK / PROFICIENCY	10.RC.11. RI.	Analyze how an author introduces and develops central individuals, events, or ideas through description and sequencing.
BENCHMARK / PROFICIENCY	10.RC.12. RI.	Detail how an author uses structure to develop central ideas or claims through sentences, paragraphs, or larger portions of a text.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Writing**
PERFORMANCE EXPECTATION		**Style - Writing style includes different types of writing for different purposes.**
BENCHMARK / PROFICIENCY	**10.W.2.S .**	**Write to inform about a complex topic:**
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Writing**

PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	10.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	10.W.15.R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	10.W.16.R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.

PERFORMANCE EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

STRAND / TOPIC	**Grade 10 English Language Arts Standards**

CONTENT STANDARD		**Vocabulary - Vocabulary includes understanding and using words to communicate effectively.**
PERFORMANCE EXPECTATION	**10.V.3.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:**

BENCHMARK / PROFICIENCY		Use context,

STRAND / TOPIC	**Grade 10 English Language Arts Standards**

CONTENT STANDARD		**Vocabulary - Vocabulary includes understanding and using words to communicate effectively.**

PERFORMANCE EXPECTATION	10.V.5.	Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.

STRAND / TOPIC	**Grade 10 English Language Arts Standards**

CONTENT STANDARD		**Language**
PERFORMANCE EXPECTATION		**Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.**
BENCHMARK / PROFICIENCY	**10.L.2.S.**	**Use verbs effectively:**

DESCRIPTOR		Shifts in mood and voice

STRAND / TOPIC	**Grade 10 English Language Arts Standards**

CONTENT STANDARD		**Language**
PERFORMANCE EXPECTATION		**Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.**
BENCHMARK / PROFICIENCY	**10.L.6.S.**	**Use prepositional phrases effectively:**

DESCRIPTOR		Adjectival

DESCRIPTOR		Adverbial

STRAND / TOPIC	**Grade 10 English Language Arts Standards**

CONTENT STANDARD		**Language**

PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.7.S.	Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.
BENCHMARK / PROFICIENCY	10.L.11.C.	Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 5: WRITING FROM PICTURES Week 7 Page 83-90

Arkansas Standards
Language Arts
Grade **10** - Adopted: **2023**

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	10.RC.2. RF.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	10.RC.11. RI.	Analyze how an author introduces and develops central individuals, events, or ideas through description and sequencing.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.

DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.

STRAND / TOPIC		**Grade 10 English Language Arts Standards**
CONTENT STANDARD		**Writing**
PERFORMANCE EXPECTATION		**Style - Writing style includes different types of writing for different purposes.**
BENCHMARK / PROFICIENCY	**10.W.3.S.**	**Write to express real or imagined experiences and/or events:**
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences.

STRAND / TOPIC		**Grade 10 English Language Arts Standards**
CONTENT STANDARD		**Writing**
PERFORMANCE EXPECTATION		**Production - Writing production includes volume and clarity of writing and the writing process.**
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	10.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND / TOPIC		**Grade 10 English Language Arts Standards**
CONTENT STANDARD		**Writing**

PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	10.W.16.R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.6.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial

STRAND / TOPIC		Grade 10 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY	10.L.7.S.	Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

STRAND / TOPIC	Grade 10 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.

BENCHMARK / PROFICIENCY	10.L.11.C.	Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 5: WRITING FROM PICTURES Week 8 Page 91-100

Arkansas Standards
Language Arts
Grade **10** - Adopted: **2023**

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.

BENCHMARK / PROFICIENCY	10.RC.2. RF.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.

BENCHMARK / PROFICIENCY	10.RC.6. RL.	Explain how the overall structure and sequencing of a text enhances the mood, suspense, tension, and other literary devices.

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.3.S.	Write to express real or imagined experiences and/or events:

DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
DESCRIPTOR		Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences.
DESCRIPTOR		Use narrative techniques effectively.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	10.W.16. R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.5.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.6.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language

PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY	10.L.7.S.	Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

STRAND / TOPIC		Grade 10 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.

BENCHMARK / PROFICIENCY	10.L.11.C.	Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 5: WRITING FROM PICTURES Week 9 Page 101-108

Arkansas Standards
Language Arts
Grade **10** - Adopted: **2023**

STRAND / TOPIC		Grade 10 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.

BENCHMARK / PROFICIENCY	10.RC.2. RF.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.

STRAND / TOPIC		Grade 10 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.

BENCHMARK / PROFICIENCY	10.RC.11. RI.	Analyze how an author introduces and develops central individuals, events, or ideas through description and sequencing.

STRAND / TOPIC		Grade 10 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.2.S.	Write to inform about a complex topic:

DESCRIPTOR		Develop a topic with a clear preview of what is to follow.

DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.

STRAND / TOPIC		**Grade 10 English Language Arts Standards**
CONTENT STANDARD		**Writing**
PERFORMANCE EXPECTATION		**Style - Writing style includes different types of writing for different purposes.**
BENCHMARK / PROFICIENCY	**10.W.3.S.**	**Write to express real or imagined experiences and/or events:**
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences.

STRAND / TOPIC		**Grade 10 English Language Arts Standards**
CONTENT STANDARD		**Writing**
PERFORMANCE EXPECTATION		**Production - Writing production includes volume and clarity of writing and the writing process.**
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	10.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	10.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Writing**
PERFORMANCE EXPECTATION		**Research - Research includes identifying a topic, gathering information, and assessing sources.**
BENCHMARK / PROFICIENCY	10.W.16. R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Vocabulary - Vocabulary includes understanding and using words to communicate effectively.**
PERFORMANCE EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Vocabulary - Vocabulary includes understanding and using words to communicate effectively.**
PERFORMANCE EXPECTATION	**10.V.3.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:**
BENCHMARK / PROFICIENCY		Use context,

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Language**
PERFORMANCE EXPECTATION		**Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.**
BENCHMARK / PROFICIENCY	**10.L.2.S.**	**Use verbs effectively:**
DESCRIPTOR		Shifts in mood and voice

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Language**
PERFORMANCE EXPECTATION		**Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.**
BENCHMARK / PROFICIENCY	10.L.5.S.	Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

CONTENT STANDARD		**Language**
PERFORMANCE EXPECTATION		**Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.**
BENCHMARK / PROFICIENCY	**10.L.6.S.**	**Use prepositional phrases effectively:**
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial

CONTENT STANDARD		**Language**
PERFORMANCE EXPECTATION		**Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.**
BENCHMARK / PROFICIENCY	10.L.7.S.	Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

CONTENT STANDARD		**Language**
PERFORMANCE EXPECTATION		**Conventions - Conventions involve the correct use of mechanics in writing.**
BENCHMARK / PROFICIENCY	10.L.11.C.	Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 109-120

Arkansas Standards
Language Arts
Grade **10** - Adopted: **2023**

CONTENT STANDARD		**Reading Comprehension**
PERFORMANCE EXPECTATION		**Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.**
BENCHMARK / PROFICIENCY	10.RC.1. RF.	Provide an objective summary of a text.
BENCHMARK / PROFICIENCY	10.RC.2. RF.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	10.RC.11. RI.	Analyze how an author introduces and develops central individuals, events, or ideas through description and sequencing.
BENCHMARK / PROFICIENCY	10.RC.12. RI.	Detail how an author uses structure to develop central ideas or claims through sentences, paragraphs, or larger portions of a text.
BENCHMARK / PROFICIENCY	10.RC.16. RI.	Analyze two or more texts, noting how they address related themes and concepts.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.2.S .	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.3.S .	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing

PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	10.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	10.W.13. R.	Conduct short and sustained research synthesizing information from multiple sources to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.
BENCHMARK / PROFICIENCY	10.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	10.W.16. R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:

BENCHMARK / PROFICIENCY		Use context,

CONTENT STANDARD		**Vocabulary - Vocabulary includes understanding and using words to communicate effectively.**
PERFORMANCE EXPECTATION	10.V.5.	Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.

CONTENT STANDARD		**Collaborative Communication**
PERFORMANCE EXPECTATION		**Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.**
BENCHMARK / PROFICIENCY	10.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.

CONTENT STANDARD		**Language**
PERFORMANCE EXPECTATION		**Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.**
BENCHMARK / PROFICIENCY	10.L.2.S.	**Use verbs effectively:**
DESCRIPTOR		Shifts in mood and voice

CONTENT STANDARD		**Language**
PERFORMANCE EXPECTATION		**Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.**
BENCHMARK / PROFICIENCY	10.L.6.S.	**Use prepositional phrases effectively:**

DESCRIPTOR	Adjectival

DESCRIPTOR	Adverbial

STRAND / TOPIC	**Grade 10 English Language Arts Standards**

CONTENT STANDARD		**Language**
PERFORMANCE EXPECTATION		**Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.**

BENCHMARK / PROFICIENCY	10.L.7.S.	Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

STRAND / TOPIC	**Grade 10 English Language Arts Standards**

CONTENT STANDARD		**Language**
PERFORMANCE EXPECTATION		**Conventions - Conventions involve the correct use of mechanics in writing.**

BENCHMARK / PROFICIENCY	10.L.11.C.	Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 121-138

Arkansas Standards
Language Arts
Grade **10** - Adopted: **2023**

STRAND / TOPIC	**Grade 10 English Language Arts Standards**

CONTENT STANDARD		**Reading Comprehension**
PERFORMANCE EXPECTATION		**Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.**

BENCHMARK / PROFICIENCY	10.RC.1. RF.	Provide an objective summary of a text.

BENCHMARK / PROFICIENCY	10.RC.2. RF.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.

STRAND / TOPIC	**Grade 10 English Language Arts Standards**

CONTENT STANDARD		**Reading Comprehension**
PERFORMANCE EXPECTATION		**Reading Information - Reading Information includes skills that are specific to non-fiction texts.**

BENCHMARK / PROFICIENCY	10.RC.11. RI.	Analyze how an author introduces and develops central individuals, events, or ideas through description and sequencing.

BENCHMARK / PROFICIENCY	10.RC.12. RI.	Detail how an author uses structure to develop central ideas or claims through sentences, paragraphs, or larger portions of a text.
BENCHMARK / PROFICIENCY	10.RC.16. RI.	Analyze two or more texts, noting how they address related themes and concepts.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Writing**
PERFORMANC E EXPECTATION		**Style - Writing style includes different types of writing for different purposes.**
BENCHMARK / PROFICIENCY	**10.W.2.S .**	**Write to inform about a complex topic:**
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Writing**
PERFORMANC E EXPECTATION		**Style - Writing style includes different types of writing for different purposes.**
BENCHMARK / PROFICIENCY	**10.W.3.S .**	**Write to express real or imagined experiences and/or events:**
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Writing**
PERFORMANC E EXPECTATION		**Production - Writing production includes volume and clarity of writing and the writing process.**
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.

BENCHMARK / PROFICIENCY	10.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Writing**
PERFORMANC E EXPECTATION		**Research - Research includes identifying a topic, gathering information, and assessing sources.**
BENCHMARK / PROFICIENCY	10.W.13. R.	Conduct short and sustained research synthesizing information from multiple sources to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.
BENCHMARK / PROFICIENCY	10.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	10.W.16. R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Vocabulary - Vocabulary includes understanding and using words to communicate effectively.**
PERFORMANC E EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Vocabulary - Vocabulary includes understanding and using words to communicate effectively.**
PERFORMANC E EXPECTATION	**10.V.3.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:**
BENCHMARK / PROFICIENCY		Use context,

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Vocabulary - Vocabulary includes understanding and using words to communicate effectively.**

PERFORMANCE EXPECTATION	10.V.5.	Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.6.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.7.S.	Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.
BENCHMARK / PROFICIENCY	10.L.11.C.	Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

Arkansas Standards

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Reading Comprehension**
PERFORMANCE EXPECTATION		**Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.**
BENCHMARK / PROFICIENCY	10.RC.1. RF.	Provide an objective summary of a text.
BENCHMARK / PROFICIENCY	10.RC.2. RF.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Reading Comprehension**
PERFORMANCE EXPECTATION		**Reading Information - Reading Information includes skills that are specific to non-fiction texts.**
BENCHMARK / PROFICIENCY	10.RC.11. RI.	Analyze how an author introduces and develops central individuals, events, or ideas through description and sequencing.
BENCHMARK / PROFICIENCY	10.RC.12. RI.	Detail how an author uses structure to develop central ideas or claims through sentences, paragraphs, or larger portions of a text.
BENCHMARK / PROFICIENCY	10.RC.16. RI.	Analyze two or more texts, noting how they address related themes and concepts.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Writing**
PERFORMANCE EXPECTATION		**Style - Writing style includes different types of writing for different purposes.**
BENCHMARK / PROFICIENCY	**10.W.1.S .**	**Compose an argument about a complex topic:**
DESCRIPTOR		Develop claims supported by credible sources.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Writing**
PERFORMANCE EXPECTATION		**Style - Writing style includes different types of writing for different purposes.**
BENCHMARK / PROFICIENCY	**10.W.2.S .**	**Write to inform about a complex topic:**

DESCRIPTOR	Develop a topic with a clear preview of what is to follow.
DESCRIPTOR	Organize ideas, concepts, and information, using major sections
DESCRIPTOR	Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR	Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	10.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing

PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	10.W.13. R.	Conduct short and sustained research synthesizing information from multiple sources to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.
BENCHMARK / PROFICIENCY	10.W.14. R.	Assess the credibility and accuracy of sources, using scholarly databases when appropriate.
BENCHMARK / PROFICIENCY	10.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	10.W.16. R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.5.	Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	10.CC.5. SLC.	Integrate non-textual information, evaluating the credibility and accuracy of sources.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANC E EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANC E EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.6.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANC E EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.7.S.	Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANC E EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.
BENCHMARK / PROFICIENCY	10.L.11.C.	Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 7: INVENTIVE WRITING Week 13 Page 143-150

Arkansas Standards
Language Arts
Grade **10** - Adopted: **2023**

STRAND / TOPIC	Grade 10 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.

STRAND / TOPIC   **Grade 10 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.

STRAND / TOPIC   **Grade 10 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.

STRAND / TOPIC   **Grade 10 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	10.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND / TOPIC	Grade 10 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	10.W.16. R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.

STRAND / TOPIC	Grade 10 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

STRAND / TOPIC	Grade 10 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice

STRAND / TOPIC	Grade 10 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY	10.L.6.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial

STRAND / TOPIC	Grade 10 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		**Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.**

BENCHMARK / PROFICIENCY	10.L.7.S.	Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

STRAND / TOPIC	Grade 10 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		**Conventions - Conventions involve the correct use of mechanics in writing.**

BENCHMARK / PROFICIENCY	10.L.11.C.	Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 7: INVENTIVE WRITING Week 14 Page 151-156

Arkansas Standards
Language Arts
Grade **10** - Adopted: **2023**

STRAND / TOPIC	Grade 10 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		**Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.**

BENCHMARK / PROFICIENCY	10.RC.2. RF.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.

STRAND / TOPIC	Grade 10 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		**Reading Literature - Reading Literary includes skills that are specific to literature.**

BENCHMARK / PROFICIENCY	10.RC.5. RL.	Describe how complex characters (e.g., static, dynamic, round) develop over the course of a text, interact with other characters, advance the plot, and/or develop the theme.

BENCHMARK / PROFICIENCY	10.RC.7. RL.	Describe how characters' points of view (POV) and/or perspectives are shaped through experiences.

STRAND / TOPIC		Grade 10 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANC E EXPECTATION		**Style - Writing style includes different types of writing for different purposes.**
BENCHMARK / PROFICIENCY	**10.W.1.S .**	**Compose an argument about a complex topic:**
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.

STRAND / TOPIC		Grade 10 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANC E EXPECTATION		**Style - Writing style includes different types of writing for different purposes.**
BENCHMARK / PROFICIENCY	**10.W.3.S .**	**Write to express real or imagined experiences and/or events:**
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
DESCRIPTOR		Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences.
DESCRIPTOR		Use narrative techniques effectively.

STRAND / TOPIC		Grade 10 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANC E EXPECTATION		**Production - Writing production includes volume and clarity of writing and the writing process.**
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.

BENCHMARK / PROFICIENCY	10.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.

BENCHMARK / PROFICIENCY	10.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Vocabulary - Vocabulary includes understanding and using words to communicate effectively.**
PERFORMANCE EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Vocabulary - Vocabulary includes understanding and using words to communicate effectively.**
PERFORMANCE EXPECTATION	**10.V.3.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:**
BENCHMARK / PROFICIENCY		Use context,

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Vocabulary - Vocabulary includes understanding and using words to communicate effectively.**
PERFORMANCE EXPECTATION	10.V.5.	Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Language**
PERFORMANCE EXPECTATION		**Conventions - Conventions involve the correct use of mechanics in writing.**
BENCHMARK / PROFICIENCY	10.L.11.C.	Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

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Arkansas Standards
Language Arts
Grade **10** - Adopted: **2023**

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Reading Comprehension**

PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	10.RC.1. RF.	Provide an objective summary of a text.
BENCHMARK / PROFICIENCY	10.RC.2. RF.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.

STRAND / TOPIC	Grade 10 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.
BENCHMARK / PROFICIENCY	10.RC.5. RL.	Describe how complex characters (e.g., static, dynamic, round) develop over the course of a text, interact with other characters, advance the plot, and/or develop the theme.
BENCHMARK / PROFICIENCY	10.RC.6. RL.	Explain how the overall structure and sequencing of a text enhances the mood, suspense, tension, and other literary devices.
BENCHMARK / PROFICIENCY	10.RC.7. RL.	Describe how characters' points of view (POV) and/or perspectives are shaped through experiences.

STRAND / TOPIC	Grade 10 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.
BENCHMARK / PROFICIENCY	10.RC.11. RI.	Analyze how an author introduces and develops central individuals, events, or ideas through description and sequencing.
BENCHMARK / PROFICIENCY	10.RC.12. RI.	Detail how an author uses structure to develop central ideas or claims through sentences, paragraphs, or larger portions of a text.

STRAND / TOPIC	Grade 10 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.1.S .	Compose an argument about a complex topic:
DESCRIPTOR		Develop claims supported by credible sources.

STRAND / TOPIC	Grade 10 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.

BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND / TOPIC		Grade 10 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.

BENCHMARK / PROFICIENCY	10.W.13. R.	Conduct short and sustained research synthesizing information from multiple sources to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.
BENCHMARK / PROFICIENCY	10.W.14. R.	Assess the credibility and accuracy of sources, using scholarly databases when appropriate.
BENCHMARK / PROFICIENCY	10.W.16. R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.

STRAND / TOPIC		Grade 10 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

STRAND / TOPIC		Grade 10 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:

BENCHMARK / PROFICIENCY		Use context,

STRAND / TOPIC		Grade 10 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.5.	Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANC E EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANC E EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.6.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANC E EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.7.S.	Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-166

Arkansas Standards
Language Arts
Grade **10** - Adopted: **2023**

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANC E EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	10.RC.1. RF.	Provide an objective summary of a text.

BENCHMARK / PROFICIENCY	10.RC.2. RF.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.

STRAND / TOPIC	Grade 10 English Language Arts Standards

CONTENT STANDARD		**Reading Comprehension**
PERFORMANC E EXPECTATION		**Reading Information - Reading Information includes skills that are specific to non-fiction texts.**

BENCHMARK / PROFICIENCY	10.RC.11. RI.	Analyze how an author introduces and develops central individuals, events, or ideas through description and sequencing.
BENCHMARK / PROFICIENCY	10.RC.12. RI.	Detail how an author uses structure to develop central ideas or claims through sentences, paragraphs, or larger portions of a text.
BENCHMARK / PROFICIENCY	10.RC.16. RI.	Analyze two or more texts, noting how they address related themes and concepts.

STRAND / TOPIC	Grade 10 English Language Arts Standards

CONTENT STANDARD		**Writing**
PERFORMANC E EXPECTATION		**Style - Writing style includes different types of writing for different purposes.**
BENCHMARK / PROFICIENCY	**10.W.1.S .**	**Compose an argument about a complex topic:**
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.

STRAND / TOPIC	Grade 10 English Language Arts Standards

CONTENT STANDARD		**Writing**
PERFORMANC E EXPECTATION		**Style - Writing style includes different types of writing for different purposes.**
BENCHMARK / PROFICIENCY	**10.W.2.S .**	**Write to inform about a complex topic:**
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	10.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	10.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	10.W.13.R.	Conduct short and sustained research synthesizing information from multiple sources to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.

BENCHMARK / PROFICIENCY	10.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.

BENCHMARK / PROFICIENCY	10.W.16. R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Vocabulary - Vocabulary includes understanding and using words to communicate effectively.**
PERFORMANCE EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Vocabulary - Vocabulary includes understanding and using words to communicate effectively.**
PERFORMANCE EXPECTATION	**10.V.3.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:**
BENCHMARK / PROFICIENCY		Use context,

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Vocabulary - Vocabulary includes understanding and using words to communicate effectively.**
PERFORMANCE EXPECTATION	10.V.5.	Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Language**
PERFORMANCE EXPECTATION		**Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.**
BENCHMARK / PROFICIENCY	**10.L.2.S.**	**Use verbs effectively:**
DESCRIPTOR		Shifts in mood and voice

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Language**
PERFORMANCE EXPECTATION		**Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.**

BENCHMARK / PROFICIENCY	10.L.6.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial

STRAND / TOPIC	Grade 10 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		**Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.**

BENCHMARK / PROFICIENCY	10.L.7.S.	Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

STRAND / TOPIC	Grade 10 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		**Conventions - Conventions involve the correct use of mechanics in writing.**

BENCHMARK / PROFICIENCY	10.L.11.C.	Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 8: FORMAL ESSAY MODELS Week 17 Page 167-174

Arkansas Standards
Language Arts
Grade **10** - Adopted: **2023**

STRAND / TOPIC	Grade 10 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		**Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.**

BENCHMARK / PROFICIENCY	10.RC.1. RF.	Provide an objective summary of a text.

BENCHMARK / PROFICIENCY	10.RC.2. RF.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.

STRAND / TOPIC	Grade 10 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		**Reading Information - Reading Information includes skills that are specific to non-fiction texts.**

BENCHMARK / PROFICIENCY	10.RC.11. RI.	Analyze how an author introduces and develops central individuals, events, or ideas through description and sequencing.
BENCHMARK / PROFICIENCY	10.RC.12. RI.	Detail how an author uses structure to develop central ideas or claims through sentences, paragraphs, or larger portions of a text.
BENCHMARK / PROFICIENCY	10.RC.16. RI.	Analyze two or more texts, noting how they address related themes and concepts.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Develop claims supported by credible sources.
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
DESCRIPTOR		Maintain a cohesive argumentative structure throughout.
DESCRIPTOR		Provide commentary to connect claims to the reasons and evidence.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	10.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	10.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	10.W.13. R.	Conduct short and sustained research synthesizing information from multiple sources to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.
BENCHMARK / PROFICIENCY	10.W.14. R.	Assess the credibility and accuracy of sources, using scholarly databases when appropriate.
BENCHMARK / PROFICIENCY	10.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	10.W.16. R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:

BENCHMARK / PROFICIENCY		Use context,

STRAND / TOPIC		**Grade 10 English Language Arts Standards**
CONTENT STANDARD		**Vocabulary - Vocabulary includes understanding and using words to communicate effectively.**
PERFORMANCE EXPECTATION	10.V.5.	Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.

STRAND / TOPIC		**Grade 10 English Language Arts Standards**
CONTENT STANDARD		**Collaborative Communication**
PERFORMANCE EXPECTATION		**Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.**
BENCHMARK / PROFICIENCY	10.CC.5. SLC.	Integrate non-textual information, evaluating the credibility and accuracy of sources.

STRAND / TOPIC		**Grade 10 English Language Arts Standards**
CONTENT STANDARD		**Language**
PERFORMANCE EXPECTATION		**Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.**
BENCHMARK / PROFICIENCY	**10.L.2.S.**	**Use verbs effectively:**
DESCRIPTOR		Shifts in mood and voice

STRAND / TOPIC		**Grade 10 English Language Arts Standards**
CONTENT STANDARD		**Language**
PERFORMANCE EXPECTATION		**Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.**
BENCHMARK / PROFICIENCY	**10.L.6.S.**	**Use prepositional phrases effectively:**
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial

STRAND / TOPIC		**Grade 10 English Language Arts Standards**
CONTENT STANDARD		**Language**

PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.7.S.	Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

    Grade 10 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.

BENCHMARK / PROFICIENCY	10.L.11.C.	Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 8: FORMAL ESSAY MODELS Week 18 Page 175-184

Arkansas Standards
Language Arts
Grade **10** - Adopted: **2023**

STRAND / TOPIC   **Grade 10 English Language Arts Standards**

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.

BENCHMARK / PROFICIENCY	10.RC.1. RF.	Provide an objective summary of a text.
BENCHMARK / PROFICIENCY	10.RC.2. RF.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.

STRAND / TOPIC   **Grade 10 English Language Arts Standards**

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Information - Reading Information includes skills that are specific to non-fiction texts.

BENCHMARK / PROFICIENCY	10.RC.11. RI.	Analyze how an author introduces and develops central individuals, events, or ideas through description and sequencing.
BENCHMARK / PROFICIENCY	10.RC.12. RI.	Detail how an author uses structure to develop central ideas or claims through sentences, paragraphs, or larger portions of a text.
BENCHMARK / PROFICIENCY	10.RC.16. RI.	Analyze two or more texts, noting how they address related themes and concepts.

STRAND / TOPIC   **Grade 10 English Language Arts Standards**

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.1.S.	Compose an argument about a complex topic:
DESCRIPTOR		Develop claims supported by credible sources.
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
DESCRIPTOR		Maintain a cohesive argumentative structure throughout.
DESCRIPTOR		Provide commentary to connect claims to the reasons and evidence.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing

PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	10.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	10.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND / TOPIC	Grade 10 English Language Arts Standards

CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	10.W.13. R.	Conduct short and sustained research synthesizing information from multiple sources to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.
BENCHMARK / PROFICIENCY	10.W.14. R.	Assess the credibility and accuracy of sources, using scholarly databases when appropriate.
BENCHMARK / PROFICIENCY	10.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	10.W.16. R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.

STRAND / TOPIC	Grade 10 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Vocabulary - Vocabulary includes understanding and using words to communicate effectively.**
PERFORMANCE EXPECTATION	**10.V.3.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:**
BENCHMARK / PROFICIENCY		Use context,

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Vocabulary - Vocabulary includes understanding and using words to communicate effectively.**
PERFORMANCE EXPECTATION	10.V.5.	Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Collaborative Communication**
PERFORMANCE EXPECTATION		**Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.**
BENCHMARK / PROFICIENCY	10.CC.5. SLC.	Integrate non-textual information, evaluating the credibility and accuracy of sources.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Language**
PERFORMANCE EXPECTATION		**Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.**
BENCHMARK / PROFICIENCY	**10.L.2.S.**	**Use verbs effectively:**
DESCRIPTOR		Shifts in mood and voice

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Language**
PERFORMANCE EXPECTATION		**Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.**
BENCHMARK / PROFICIENCY	**10.L.6.S.**	**Use prepositional phrases effectively:**
DESCRIPTOR		Adjectival

DESCRIPTOR	Adverbial

CONTENT STANDARD		**Language**
PERFORMANC E EXPECTATION		**Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.**

BENCHMARK / PROFICIENCY	10.L.7.S.	Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

CONTENT STANDARD		**Language**
PERFORMANC E EXPECTATION		**Conventions - Conventions involve the correct use of mechanics in writing.**

BENCHMARK / PROFICIENCY	10.L.11.C.	Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 8: FORMAL ESSAY MODELS Week 19 Page 185-188

Arkansas Standards
Language Arts
Grade **10** - Adopted: **2023**

CONTENT STANDARD		**Reading Comprehension**
PERFORMANC E EXPECTATION		**Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.**

BENCHMARK / PROFICIENCY	10.RC.1. RF.	Provide an objective summary of a text.

BENCHMARK / PROFICIENCY	10.RC.2. RF.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.

CONTENT STANDARD		**Reading Comprehension**
PERFORMANC E EXPECTATION		**Reading Information - Reading Information includes skills that are specific to non-fiction texts.**

BENCHMARK / PROFICIENCY	10.RC.11. RI.	Analyze how an author introduces and develops central individuals, events, or ideas through description and sequencing.

BENCHMARK / PROFICIENCY	10.RC.12. RI.	Detail how an author uses structure to develop central ideas or claims through sentences, paragraphs, or larger portions of a text.
BENCHMARK / PROFICIENCY	10.RC.16. RI.	Analyze two or more texts, noting how they address related themes and concepts.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.1.S .	Compose an argument about a complex topic:
DESCRIPTOR		Develop claims supported by credible sources.
DESCRIPTOR		Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge and concerns.
DESCRIPTOR		Maintain a cohesive argumentative structure throughout.
DESCRIPTOR		Provide commentary to connect claims to the reasons and evidence.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.2.S .	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.

BENCHMARK / PROFICIENCY	10.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.

BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	10.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	10.W.8.P.	Choose a variety of transition words, phrases, and clauses effectively to connect ideas.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10.P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.11.P.	Include headings, graphics, and various multimedia to support ideas and information.
BENCHMARK / PROFICIENCY	10.W.12.P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.

BENCHMARK / PROFICIENCY	10.W.13.R.	Conduct short and sustained research synthesizing information from multiple sources to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate.
BENCHMARK / PROFICIENCY	10.W.14.R.	Assess the credibility and accuracy of sources, using scholarly databases when appropriate.
BENCHMARK / PROFICIENCY	10.W.15.R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.

BENCHMARK / PROFICIENCY	10.W.16. R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Vocabulary - Vocabulary includes understanding and using words to communicate effectively.**
PERFORMANCE EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Vocabulary - Vocabulary includes understanding and using words to communicate effectively.**
PERFORMANCE EXPECTATION	**10.V.3.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:**
BENCHMARK / PROFICIENCY		Use context,

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Vocabulary - Vocabulary includes understanding and using words to communicate effectively.**
PERFORMANCE EXPECTATION	10.V.5.	Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Collaborative Communication**
PERFORMANCE EXPECTATION		**Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.**
BENCHMARK / PROFICIENCY	10.CC.5. SLC.	Integrate non-textual information, evaluating the credibility and accuracy of sources.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Language**
PERFORMANCE EXPECTATION		**Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.**
BENCHMARK / PROFICIENCY	10.L.2.S.	**Use verbs effectively:**
DESCRIPTOR		Shifts in mood and voice

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANC E EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.6.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANC E EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.7.S.	Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANC E EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.
BENCHMARK / PROFICIENCY	10.L.11.C.	Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 9: FORMAL CRITIQUE Week 20 Page 189-228

Arkansas Standards
Language Arts
Grade **10** - Adopted: **2023**

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Reading Comprehension
PERFORMANC E EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.
BENCHMARK / PROFICIENCY	10.RC.1. RF.	Provide an objective summary of a text.
BENCHMARK / PROFICIENCY	10.RC.2. RF.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.

BENCHMARK / PROFICIENCY	10.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.

STRAND / TOPIC		**Grade 10 English Language Arts Standards**
CONTENT STANDARD		**Reading Comprehension**
PERFORMANC E EXPECTATION		**Reading Literature - Reading Literary includes skills that are specific to literature.**
BENCHMARK / PROFICIENCY	10.RC.5. RL.	Describe how complex characters (e.g., static, dynamic, round) develop over the course of a text, interact with other characters, advance the plot, and/or develop the theme.
BENCHMARK / PROFICIENCY	10.RC.6. RL.	Explain how the overall structure and sequencing of a text enhances the mood, suspense, tension, and other literary devices.
BENCHMARK / PROFICIENCY	10.RC.7. RL.	Describe how characters' points of view (POV) and/or perspectives are shaped through experiences.
BENCHMARK / PROFICIENCY	10.RC.9. RL.	Analyze to what extent a contemporary or classical text reimagines and/or adapts the source material from which it derived.
BENCHMARK / PROFICIENCY	10.RC.10. RL.	Identify themes in works of American and/or world literature, including the ways in which writers incorporate ancient, mythological, and/or religious stories into their writings.

STRAND / TOPIC		**Grade 10 English Language Arts Standards**
CONTENT STANDARD		**Writing**
PERFORMANC E EXPECTATION		**Style - Writing style includes different types of writing for different purposes.**
BENCHMARK / PROFICIENCY	**10.W.3.S .**	**Write to express real or imagined experiences and/or events:**
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
DESCRIPTOR		Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences.
DESCRIPTOR		Use narrative techniques effectively.

STRAND / TOPIC		**Grade 10 English Language Arts Standards**
CONTENT STANDARD		**Writing**
PERFORMANC E EXPECTATION		**Production - Writing production includes volume and clarity of writing and the writing process.**

BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANC E EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.

BENCHMARK / PROFICIENCY	10.W.16. R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:

BENCHMARK / PROFICIENCY		Use context,

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANC E EXPECTATION	10.V.5.	Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Collaborative Communication**
PERFORMANCE EXPECTATION		**Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.**
BENCHMARK / PROFICIENCY	10.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Language**
PERFORMANCE EXPECTATION		**Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.**
BENCHMARK / PROFICIENCY	**10.L.2.S.**	**Use verbs effectively:**
DESCRIPTOR		Shifts in mood and voice

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Language**
PERFORMANCE EXPECTATION		**Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.**
BENCHMARK / PROFICIENCY	**10.L.6.S.**	**Use prepositional phrases effectively:**
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Language**
PERFORMANCE EXPECTATION		**Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.**

BENCHMARK / PROFICIENCY	10.L.7.S.	Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

BENCHMARK / PROFICIENCY	10.L.8.S.	Use parallel structure.

STRAND / TOPIC	Grade 10 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANC E EXPECTATION		**Conventions - Conventions involve the correct use of mechanics in writing.**

BENCHMARK / PROFICIENCY	10.L.11.C.	Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 9: RESPONSE TO LITERATURE Week 21 Page 229-248

Arkansas Standards
Language Arts
Grade **10** - Adopted: **2023**

STRAND / TOPIC	Grade 10 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANC E EXPECTATION		**Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.**

BENCHMARK / PROFICIENCY	10.RC.1. RF.	Provide an objective summary of a text.

BENCHMARK / PROFICIENCY	10.RC.2. RF.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.

BENCHMARK / PROFICIENCY	10.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.

STRAND / TOPIC	Grade 10 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANC E EXPECTATION		**Reading Literature - Reading Literary includes skills that are specific to literature.**

BENCHMARK / PROFICIENCY	10.RC.5. RL.	Describe how complex characters (e.g., static, dynamic, round) develop over the course of a text, interact with other characters, advance the plot, and/or develop the theme.

BENCHMARK / PROFICIENCY	10.RC.6. RL.	Explain how the overall structure and sequencing of a text enhances the mood, suspense, tension, and other literary devices.

BENCHMARK / PROFICIENCY	10.RC.7. RL.	Describe how characters' points of view (POV) and/or perspectives are shaped through experiences.
BENCHMARK / PROFICIENCY	10.RC.9. RL.	Analyze to what extent a contemporary or classical text reimagines and/or adapts the source material from which it derived.
BENCHMARK / PROFICIENCY	10.RC.10. RL.	Identify themes in works of American and/or world literature, including the ways in which writers incorporate ancient, mythological, and/or religious stories into their writings.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
DESCRIPTOR		Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences.
DESCRIPTOR		Use narrative techniques effectively.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing

PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	10.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	10.W.16. R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,

STRAND / TOPIC		Grade 10 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.5.	Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.

CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.
BENCHMARK / PROFICIENCY	10.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.6.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

BENCHMARK / PROFICIENCY	10.L.7.S.	Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

STRAND / TOPIC		Grade 10 English Language Arts Standards

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.

BENCHMARK / PROFICIENCY	10.L.11.C.	Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

UNIT 9: RESPONSE TO LITERATURE Week 22 Page 249-276

Arkansas Standards
Language Arts
Grade **10** - Adopted: **2023**

STRAND / TOPIC		Grade 10 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.

BENCHMARK / PROFICIENCY	10.RC.1. RF.	Provide an objective summary of a text.

BENCHMARK / PROFICIENCY	10.RC.2. RF.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.

BENCHMARK / PROFICIENCY	10.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.

STRAND / TOPIC		Grade 10 English Language Arts Standards

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		Reading Literature - Reading Literary includes skills that are specific to literature.

BENCHMARK / PROFICIENCY	10.RC.5. RL.	Describe how complex characters (e.g., static, dynamic, round) develop over the course of a text, interact with other characters, advance the plot, and/or develop the theme.

BENCHMARK / PROFICIENCY	10.RC.6. RL.	Explain how the overall structure and sequencing of a text enhances the mood, suspense, tension, and other literary devices.

BENCHMARK / PROFICIENCY	10.RC.7. RL.	Describe how characters' points of view (POV) and/or perspectives are shaped through experiences.
BENCHMARK / PROFICIENCY	10.RC.9. RL.	Analyze to what extent a contemporary or classical text reimagines and/or adapts the source material from which it derived.
BENCHMARK / PROFICIENCY	10.RC.10. RL.	Identify themes in works of American and/or world literature, including the ways in which writers incorporate ancient, mythological, and/or religious stories into their writings.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANC E EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.2.S .	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANC E EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.3.S .	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
DESCRIPTOR		Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences.
DESCRIPTOR		Use narrative techniques effectively.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing

PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	10.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	10.W.16. R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,

STRAND / TOPIC		Grade 10 English Language Arts Standards

CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.5.	Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.

CONTENT STANDARD		Collaborative Communication
PERFORMANCE EXPECTATION		**Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.**
BENCHMARK / PROFICIENCY	10.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		**Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.**
BENCHMARK / PROFICIENCY	10.L.2.S.	Use verbs effectively:
DESCRIPTOR		Shifts in mood and voice

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		**Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.**
BENCHMARK / PROFICIENCY	10.L.6.S.	Use prepositional phrases effectively:
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		**Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.**

BENCHMARK / PROFICIENCY	10.L.7.S.	Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

STRAND / TOPIC   **Grade 10 English Language Arts Standards**

CONTENT STANDARD		Language
PERFORMANCE EXPECTATION		**Conventions - Conventions involve the correct use of mechanics in writing.**

BENCHMARK / PROFICIENCY	10.L.11.C.	Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

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Arkansas Standards
Language Arts
Grade **10** - Adopted: **2023**

STRAND / TOPIC   **Grade 10 English Language Arts Standards**

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		**Reading Fundamentals - Reading Fundamentals includes skills that can be applied to literary and informational texts.**

BENCHMARK / PROFICIENCY	10.RC.1. RF.	Provide an objective summary of a text.
BENCHMARK / PROFICIENCY	10.RC.2. RF.	Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.
BENCHMARK / PROFICIENCY	10.RC.4. RF.	Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.

STRAND / TOPIC   **Grade 10 English Language Arts Standards**

CONTENT STANDARD		Reading Comprehension
PERFORMANCE EXPECTATION		**Reading Literature - Reading Literary includes skills that are specific to literature.**

BENCHMARK / PROFICIENCY	10.RC.5. RL.	Describe how complex characters (e.g., static, dynamic, round) develop over the course of a text, interact with other characters, advance the plot, and/or develop the theme.
BENCHMARK / PROFICIENCY	10.RC.6. RL.	Explain how the overall structure and sequencing of a text enhances the mood, suspense, tension, and other literary devices.

BENCHMARK / PROFICIENCY	10.RC.7. RL.	Describe how characters' points of view (POV) and/or perspectives are shaped through experiences.
BENCHMARK / PROFICIENCY	10.RC.9. RL.	Analyze to what extent a contemporary or classical text reimagines and/or adapts the source material from which it derived.
BENCHMARK / PROFICIENCY	10.RC.10. RL.	Identify themes in works of American and/or world literature, including the ways in which writers incorporate ancient, mythological, and/or religious stories into their writings.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.2.S.	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.3.S.	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
DESCRIPTOR		Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
DESCRIPTOR		Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences.
DESCRIPTOR		Use narrative techniques effectively.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing

PERFORMANCE EXPECTATION		Production - Writing production includes volume and clarity of writing and the writing process.
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	10.W.5.P.	Organize writing logically, composing an introduction, body, conclusion, and/or purposeful reflection when appropriate.
BENCHMARK / PROFICIENCY	10.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.
BENCHMARK / PROFICIENCY	10.W.10. P.	Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience.
BENCHMARK / PROFICIENCY	10.W.12. P.	Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANCE EXPECTATION		Research - Research includes identifying a topic, gathering information, and assessing sources.
BENCHMARK / PROFICIENCY	10.W.15. R.	Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism.
BENCHMARK / PROFICIENCY	10.W.16. R.	Follow a standard citation format, including both in-text citations and a works cited or bibliography.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Vocabulary - Vocabulary includes understanding and using words to communicate effectively.
PERFORMANCE EXPECTATION	10.V.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
BENCHMARK / PROFICIENCY		Use context,

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Vocabulary - Vocabulary includes understanding and using words to communicate effectively.**
PERFORMANCE EXPECTATION	10.V.5.	Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Collaborative Communication**
PERFORMANCE EXPECTATION		**Speaking and Listening Comprehension - Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.**
BENCHMARK / PROFICIENCY	10.CC.1. SLC.	Initiate and express ideas in a collaborative setting, using effective discussion strategies.
BENCHMARK / PROFICIENCY	10.CC.2. SLC.	Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
BENCHMARK / PROFICIENCY	10.CC.3. SLC.	Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
BENCHMARK / PROFICIENCY	10.CC.4. SLC.	Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Language**
PERFORMANCE EXPECTATION		**Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.**
BENCHMARK / PROFICIENCY	**10.L.2.S.**	**Use verbs effectively:**
DESCRIPTOR		Shifts in mood and voice

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Language**
PERFORMANCE EXPECTATION		**Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.**
BENCHMARK / PROFICIENCY	**10.L.6.S.**	**Use prepositional phrases effectively:**
DESCRIPTOR		Adjectival
DESCRIPTOR		Adverbial

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANC E EXPECTATION		Structure - Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.
BENCHMARK / PROFICIENCY	10.L.7.S.	Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Language
PERFORMANC E EXPECTATION		Conventions - Conventions involve the correct use of mechanics in writing.
BENCHMARK / PROFICIENCY	10.L.11.C.	Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

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Arkansas Standards
Language Arts
Grade **10** - Adopted: **2023**

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANC E EXPECTATION		Style - Writing style includes different types of writing for different purposes.
BENCHMARK / PROFICIENCY	10.W.2.S .	Write to inform about a complex topic:
DESCRIPTOR		Develop a topic with a clear preview of what is to follow.
DESCRIPTOR		Organize ideas, concepts, and information, using major sections
DESCRIPTOR		Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
DESCRIPTOR		Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		Writing
PERFORMANC E EXPECTATION		Style - Writing style includes different types of writing for different purposes.

BENCHMARK / PROFICIENCY	10.W.3.S .	Write to express real or imagined experiences and/or events:
DESCRIPTOR		Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Writing**
PERFORMANC E EXPECTATION		**Production - Writing production includes volume and clarity of writing and the writing process.**
BENCHMARK / PROFICIENCY	10.W.4.P.	Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
BENCHMARK / PROFICIENCY	10.W.7.P.	Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.
BENCHMARK / PROFICIENCY	10.W.9.P.	Write with stamina during single sessions and over extended periods of time.

STRAND / TOPIC		Grade 10 English Language Arts Standards
CONTENT STANDARD		**Vocabulary - Vocabulary includes understanding and using words to communicate effectively.**
PERFORMANC E EXPECTATION	10.V.1.	Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.