Jackson County Core Curriculum (JC4)	
10th Grade ELA	
Standard	**Learning Targets in Student Friendly Language**
By the end of grade 10, perform these learning targets at the high end of the 9-10 range without scaffolding.	
RL.10.1	I can analyze explicit/literal/concrete details in literature.
RL.10.1	I can cite textual evidence that supports the author's claim.
RL.10.1	I can make inferences based on explicit evidence in literature.
RL.10.1	I can distinguish the best evidence (quotes) to the author's claim.
RL.10.2	I can identify a theme or central idea of literature.
RL.10.2	I can analyze the theme or central idea development throughout the course of literature.
RL.10.2	I can recognize how the author employs details to develop that theme.
RL.10.2	I can create an objective summary of the literature.
RL.10.3	I can analyze how complex characters develop over the course of a text.
RL.10.3	I can analyze how characters develop throughout their interactions with others.
RL.10.3	I can analyze how complex characters advance the plot of a text and/or contribute to the development of the theme.
RL.10.4	I can define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration,assonance, onomatopoeia).
RL.10.4	I can distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean).
RL.10.4	I can recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feelings).
RL.10.4	I can analyze why authors choose specific words to evoke a particular meaning or tone.
RL.10.4	I can analyze how specific words choices build upon one another to create a cumulative (collective) impact on the overall meaning and tone of a text.
RL.10.5	I can analyze a text and determine why an author chose to present his/her text using a particular structure.
RL.10.5	I can analyze how an author's choice of text structure creates such effects as mystery, tension, or surprise.
RL.10.6	I can analyze multiple texts of world literature to gain insight into the point of view of other societies and cultures.
RL.10.9	I can analyze how authors interpret and transform themes, events, topics, etc. from source material.
RL.10.10	I can recognize when the text I am reading is too easy or too difficult for me.
RI.10.1	I can analyze explicit/literal/concrete details in an informational text.
RI.10.1	I can cite textual evidence that supports the author's claim.
RI.10.1	I can make inferences based on explicit evidence in an informational text.
RI.10.1	I can analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions.
RI.10.2	I can identify a theme or central idea of nonfiction text.
RI.10.2	I can analyze a central idea as it develops throughout the course of nonfiction text.
RI.10.2	I can recognize how the author employs details to develop that theme.
RI.10.2	I can create an objective summary of the nonfiction text.
RI.10.3	I can analyze the series of events/points in a text .
RI.10.3	I can recognize the structure of a text.

RI.10.3	I can explain connections between ideas presented by an author.
RI.10.3	I can explain why the author's choices are effective or ineffective.
RI.10.4	I can define and identify various forms of figurative language in informational text.
RI.10.4	I can distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean) in informational text.
RI.10.4	I can recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feelings) in informational text.
RI.10.4	I can analyze how specific word choices build upon one another to create a cumulative (collective) impact on the overall meaning and tone of a text in informational text.
RI.10.5	I can analyze and explain how the role of particular sentences, paragraphs, or larger portions of a text help to develop and refine the author's ideas or claims.
RI.10.6	I can identify when an author uses rhetoric and analyze how the rhetoric strengthens his/her point of view or purpose.
RI.10.7	I can analyze the advantages and disadvantages of presenting a subject in different mediums.
RI.10.8	I can identify the side of an argument an author presents in a text.
RI.10.8	I can identify the specific arguments or points in a text.
RI.10.8	I can point out falsehoods and weak logic.
RI.10.8	I can evaluate the credibility and effectiveness of the evidence used.
RI.10.9	I can analyze how different documents address related themes and concepts.
W.10.1	I can choose a side of the argument and identify claims that support my choice and claims that oppose my choice.
W.10.1	I can determine the credibility of a source and the accuracy of the details presented in the source.
W.10.1	I can support my claims and counterclaims by pointing out the strengths and limitations of both with textual evidence found in credible sources.
W.10.1	I can present my argument in a formal style that includes an introduction, supporting details with transitions and provide concluding statements that support my argument.
W.10.1	I can present my argument objectively.
W.10.2	I can create an informative/explanatory text to clearly and accurately convey my topic.
W.10.2	I can establish and maintain a formal style and objective tone in my writing.
W.10.2	I can present my informative/explanatory text in a formal style that includes an introduction, supporting details with transitions and provide concluding statements that support the information presented.
W.10.2	I can identify the information/evidence that will best convey difficult concepts.
W.10.2	I can organize my writing in a way that presents material effectively for my audience.
W.10.2	I can construct my writing using content specific word choice, effective technique, well chosen details, and exact sequencing.
W.10.3	I can create an effective narrative (real or imagined).
W.10.3	I can engage the reader by introducing one or more points of view, characters, setting, and the event that set the story in motion.
W.10.3	I can use narrative techniques (e.g., dialogue, description, etc.) to logically develop experiences, events, and/or characters.
W.10.3	I can use descriptive words and phrases that reveal details, appeal to senses, and help convey vivid images for the reader.
W.10.3	I can write a logical conclusion based on the events of the narrative and that leaves the reader satisfied.

W.10.4	I can write clearly and in an organized way to express ideas.
W.10.4	I can identify my audience and their needs.
W.10.4	I can consider my audience and alter my style appropriately.
W.10.5	I can conduct short as well as more sustained research projects to answer a question or solve a problem.
W.10.5	I can narrow or broaden an inquiry when appropriate.
W.10.5	I can synthesize multiple sources on a subject.
W.10.5	I can demonstrate understanding of a subject under investigation.
W.10.6	I can determine the most efficient technology medium to complete my writing task.
W.10.7	I can demonstrate an understanding of a topic based on a research question or problem.
W.10.7	I can analyze and synthesize multiple sources on a subject in writing.
W.10.8	I can determine the credibility of a source by reviewing who wrote it, when it was written, and why it was written.
W.10.8	I can determine the most useful sources and information to use in my writing.
W.10.8	I can integrate information into my writing in a way that helps the flow of ideas and information.
W.10.8	I can define plagiarism and avoid it.
W.10.9	I can draw evidence from literary or informational texts to support analysis, reflection, and research.
W.10.9	I can summarize, analyze and reflect on the research.
W.10.10	I can determine a writing format/style to fit my task, purpose, and/or audience.
SL.10.1	I can actively participate in a discussion by being prepared with key points and evidence that will contribute to the discussion.
SL.10.1	I can initiate collaborative discussion.
SL.10.1	I can work with peers to define the rules and roles necessary for collegial discussions and decision making.
SL.10.1	I can build on the ideas of others by thoughtfully responding to diverse perspectives.
SL.10.2	I can evaluate the credibility and accuracy of various presentations.
SL.10.3	I can determine a speaker's point of view and explain his/her reasoning.
SL.10.3	I can identify when a speaker uses evidence and/or rhetoric and analyze how these techniques strengthen his/her purpose.
SL.10.4	I can present information, findings, and/or supporting evidence clearly, concisely, and logically.
SL.10.4	I can present my information in a sequence that allows the listener to follow my line of reasoning.
SL.10.4	I can prepare a presentation with organization, development, substance, and style that are appropriate to purpose, task, and audience.
SL.10.5	I can integrate appropriate digital media in a strategic manner to improve my presentation.
SL.10.6	I can identify various reasons for speaking (e.g., informational, descriptive, formal, informal).
L.10.1	I can identify and use parallel structure.
L.10.1	I can use various types of phrases and clauses to add style to my writing or speaking.
L.10.1	I can identify sentence types (simple, compound, complex, compound-complex).
L.10.1	I can use appropriate phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
L.10.2	I can use a semicolon to join independent clauses.
L.10.2	I can use a colon to introduce a list or quotation.
L.10.2	I can identify misspelled words and use resources to assist in spelling correctly.

L.10.3	I can explain how language works differently in different contexts.
L.10.3	I can alter my language to affect my audience.
L.10.3	I can apply the guidelines in a given style manual to write and edit work.
L.10.4	I can use a range of strategies to identify unknown and multiple meaning words (such as context clues, idioms, prefixes and suffixes).
L.10.4	I can verify my inferred meaning of an unknown word, its part of speech, etc. by consulting general and specialized reference materials (e.g., dictionaries, thesauruses, digital sources, etc).
L.10.5	I can demonstrate an understanding of figurative language (e.g., euphemism, oxymoron), word meanings, nuances, and word relationships.
L.10.5	I can analyze the nuances in the meaning of words with similar definitions.