

# English Language Arts (ELA) 10

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- PS 1 Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). ([Reading: Literature Standard 4](#))
- PS 2 Students will analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. ([Reading: Literature Standard 5](#))
- PS 3 Students will analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. ([Reading: Literature Standard 6](#)).
- PS 4 Students will determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). ([Reading: Informational Text Standard 4](#))
- PS 5 Students will analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). ([Reading: Informational Text Standard 5](#))
- PS 6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. ([Reading: Informational Text Standard 6](#))
- PS 7 Students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. ([Reading: Informational Text Standard 8](#))
- PS 8 Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ([Writing: Standard 1](#))

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- PS 9 Students will conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ([Writing: Standard 7](#))
- PS 10 Students will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. ([Writing: Standard 8](#))
- PS 11 Students will draw evidence from literary or informational texts to support analysis, reflection, and research. ([Writing: Standard 9](#))
- PS 12 Students will initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ([Speaking and Listening: Standard 1](#))
- PS 13 Students will evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. ([Speaking and Listening: Standard 3](#))
- PS 14 Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ([Language: Standard 1](#))
- PS 15 Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ([Language: Standard 2](#))