

Spanish Fork High School

English Department

14-15 Learning Targets for 10th Grade

Term 1

- I can define challenging words and phrases used in fictional text.
- I can interpret euphemisms in context
- I can explain the role of euphemisms in a text.
- I can interpret oxymoron in context.
- I can explain the role of oxymoron in a text.
- I can present a problem, situation, or observation in narrative writing.
- I can introduce a narrator and characters in narrative writing.
- I can use dialogue to develop a narrative.
- I can use reflection to develop a narrative.
- I can use description to develop a narrative.
- I can create a smooth progression of events which build on each other to create a cohesive whole.
- I can use sensory language to convey a vivid picture of experiences, events, setting, and/or characters.
- I can provide a conclusion that follows after and reflects on what is experienced, observed, or resolved over the course of the narrative.

Term 2

- I can define words and phrases with figurative meanings that are used in informational text.
- I can define words and phrases with connotative meanings that are used in informational text.
- I can define words and phrases with technical meanings that are used in informational text.
- I can write to explain how specific word choices impact meaning.
- I can write to explain how specific word choices impact tone.
- I can introduce an informational topic.
- I can organize complex ideas in an informational topic.
- I can use transitions to make important connections and distinctions in an informational topic.
- I can use formatting, graphics, and incorporate multimedia where it is useful to aiding comprehension in an informational topic.
- I can develop a topic with connecting, relevant, and sufficient facts.
- I can develop a topic with extended definitions.
- I can develop a topic with quotations or other information and examples appropriate for the audience's understanding of the topic.
- I can use precise language in informational writing.
- I can establish and maintain a formal style and objective tone in my writing of informational text.
- I can provide a conclusion that shows the significance or implications of the topic in an informational text.
- I can use prewriting strategies to develop and plan before writing.
- I can revise and rewrite to address a specific purpose and/or audience.

- I can edit my writing to fit the expectations of the purpose and/or audience.
- I can use parallel structure in my writing and in my speaking to demonstrate command of the English language.
- I can summarize a non-fiction text.
- I can identify the central theme of a non-fiction text
- I can analyze the theme's development over the course of a non-fiction text.

Term 3

- I can determine the meaning of multiple-meaning words and phrases by using context and with the help of a reference source.
- I can distinguish precise and fair claims from alternate or opposing claims.
- I can clearly establish the relationship among claims, counterclaims, reasons, and evidence.
- I can use evidence to develop fair claims and counterclaims.
- I can point out strengths and limitations to claims and counterclaims.
- I can anticipate the audience's knowledge level, values, possible biases, and concerns when developing my claims and counterclaims.
- I can establish and maintain a formal style and objective tone in my writing of arguments.
- I can provide a concluding statement or section that follows from and supports the argument presented.
- I can produce clear writing in which the idea development, organization, and style is appropriate to genre, purpose, and audience.
- I can use tools to gather and define my own vocabulary words in order to aid my reading comprehension and expression.
- I can evaluate an author's choice in organization, focusing on the order in which points are made, how points are developed and introduced, and make connections that are drawn between points.
- I can analyze how an author develops and refines his/her ideas through the progression of the text.
- I can determine an author's point of view and how that author uses rhetoric to advance his point of view.

Term 4

- I can identify the nuances of words with similar denotations.
- I can understand academic and domain-specific words and phrases.
- I can produce coherent, developed writing over an extended period of time for a range of genres, purposes, and/or audiences.
- I can explain how various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) affect the meaning and style of writing.
- I can use various types of phrases and clauses in my own writing to convey specific meaning and add variety.
- I can use standard English capitalization, spelling, and punctuation correctly.
- I can use semicolons, with and without conjunctive adverbs, to link two independent clauses.
- I can use colons to introduce lists or quotations.
- I can evaluate how language reflects meaning and style.
- I can choose language devices for my writing that will effectively create meaning and/or style.
- I can apply my knowledge of language to aid my reading and listening comprehension.

- I can summarize a fictional text.
- I can identify the theme of a fictional text.
- I can analyze the theme's development over the course of the text.
- I can analyze how characters relate to and interact with other characters.
- I can analyze how characters develop over the course of the text.
- I can analyze how characters advance the plot and develop the theme of a story.
- I can cite evidence to support inference, comprehension, and analysis of fictional texts.