

ELA.10.R.1 Reading Prose and Poetry

Literary Elements

Benchmark Clarifications

- Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.
- Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:
 - Layer 1) the literal level, what the words actually mean
 - Layer 2) mood, those feelings that are evoked in the reader
 - Layer 3) tone, the author’s attitude
 - Layer 4) author’s purpose (interpretation of author’s purpose as it is often inferred)
- Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author’s message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author’s voice.

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| <p>ELA.10.R.1.1: Analyze how key elements enhance or add layers of meaning and/or style in a literary text.</p> | <p>Chapter 1 Analyzing Narrative Details Preview Concepts/Chapter Goals/Making Connections—pp. 8–9</p> <ul style="list-style-type: none"> • <i>The Journeyer by Gary Jennings (excerpt/novel)</i> First Read: Understanding Narrative Details—pp. 10–14 Second Read: Sensory Details and Comparisons—pp. 15–16 Third Read: Drawing Conclusions—pp. 16–18 <p>Chapter 7 Understanding Word Choice and Style Preview Concepts/Chapter Goals/Making Connections—pp. 133–134</p> <ul style="list-style-type: none"> • <i>To Sir, With Love by E. R. Braithwaite (excerpt/memoir)</i> First Read: Identifying Key Elements—pp. 135–142 Second Read: Analyzing Author’s Word Choice—pp. 143–144 Third Read: Understanding Rhetoric—pp. 144–146 <p>Chapter 21 Interpreting Dramatic Conventions Preview Concepts/Chapter Goals/Making Connections—pp. 470–471</p> <ul style="list-style-type: none"> • <i>The Post Office, Act One by Rabindranath Tagore (excerpt/play)</i> First Read: Determining an Author’s Message—pp. 472–476 Second Read: Analyzing How Authors Develop Characters—pp. 477–484 Third Read: Analyzing Soliloquies and Asides—pp. 485–487 |

Theme

Benchmark Clarifications

- Clarification 1: A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.
- Clarification 2: The themes being analyzed may be in the same or multiple literary texts.

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| <p>ELA.10.R.1.2: Analyze and compare universal themes and their development throughout a literary text.</p> | <p>Chapter 3 Analyzing and Comparing Themes Preview Concepts/Chapter Goals/Making Connections—pp. 38–39</p> <ul style="list-style-type: none"> • <i>The Travels of Ibn Battuta by Ibn Battuta (excerpt/memoir)</i> First Read: Analyzing Characters—pp. 40–44 Second Read: Analyzing Theme—pp. 45–46 Third Read: Comparing Stories—pp. 46–49 <p style="text-align: right;"><i>continued</i></p> |

10th Grade Reading

ELA.10.R.1 Reading Prose and Poetry

Theme

Benchmark Clarifications

- Clarification 1: A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.
- Clarification 2: The themes being analyzed may be in the same or multiple literary texts.

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| | <p>Chapter 10 Using Literal and Figurative Language to Persuade Preview Concepts/Chapter Goals/Making Connections—pp. 191–192</p> <ul style="list-style-type: none"> ▪ “Silence Dogood #4” by Benjamin Franklin (excerpt/allegory) ▪ “Where College Fails Us” by Caroline Bird (excerpt/essay) <p>Second Read: Determining Theme—pp. 201–202</p> <p>Chapter 18 Recognizing Universal Themes Across Cultures Preview Concepts/Chapter Goals/Making Connections— pp. 409–410</p> <ul style="list-style-type: none"> ▪ <i>Things Fall Apart</i> by Chinua Achebe (excerpt/novel) ▪ “The Second Coming” by William Butler Yeats (excerpt/poetry) <p>First Read: Identifying Theme—pp. 411–417 Second Read: Analyzing a Cultural Experience—pp. 417–418 Third Read: Analyzing How a Text Transforms Source Material—pp. 418–422</p> |

Perspective and Point of View

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| <p>ELA.10.R.1.3: Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.</p> | <p>Chapter 19 Understanding an Author’s Point of View Preview Concepts/Chapter Goals/Making Connections— pp. 428–429</p> <ul style="list-style-type: none"> ▪ <i>The Facebook Effect</i> by David Kirkpatrick (excerpt/informational) <p>First Read: Defining Key Terms—pp. 430–438 Second Read: Determining Main Idea—pp. 438–440 Third Read: Determining Author’s Point of View—pp. 440–441</p> |

ELA.10.R.1 Reading Informational Text

Structure

Benchmark Clarifications

- Clarification 1: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.
- Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.

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| <p>ELA.10.R.2.1: Analyze the impact of multiple text structures and the use of features in text(s).</p> | <p>Chapter 2 Determining Central Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 24–25</p> <ul style="list-style-type: none"> ▪ <i>The Story of Civilization: Our Oriental Heritage</i> by Will Durant (excerpt/history) <p>Second Read: Analyzing Structure—pp. 30–31</p> <p style="text-align: right;"><i>continued</i></p> |

ELA.10.R.1 Reading Prose and Poetry

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| | <p>Chapter 12 Analyzing the Structure of an Argument Preview Concepts/Chapter Goals/Making Connections—pp. 262–263</p> <ul style="list-style-type: none"> • <i>The Omnivore’s Dilemma</i> by Michael Pollan (excerpt/informational) <p>Second Read: Analyzing the Structure of an Argument—pp. 270–271</p> <p>Chapter 14 Analyzing Structure and Tone in Informational Text Preview Concepts/Chapter Goals/Making Connections—pp. 312–313</p> <ul style="list-style-type: none"> • <i>Hot, Flat, and Crowded</i> by Thomas L. Friedman (excerpt/informational) <p>First Read: Understanding Cause and Effect—pp. 314–320 Second Read: Using Rhetorical Devices to Advance Purpose—pp. 320–321 Third Read: Analyzing Author’s Tone—pp. 321–323</p> <p>Chapter 20 Analyzing Varying Accounts of a Subject Preview Concepts/Chapter Goals/Making Connections— pp. 448–449</p> <ul style="list-style-type: none"> • <i>“Pure Genius: How Dean Kamen’s Invention Could Bring Clean Water to Millions”</i> by Tom Foster (excerpt/article) <p>Second Read: Analyzing Organization—pp. 460–461</p> |

Central Idea

Benchmark Clarifications

- Clarification 1: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.
- Clarification 2: See Rhetorical Appeals and Rhetorical Devices.

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| <p>ELA.10.R.2.2: Analyze the central idea(s) of historical American speeches and essays.</p> | <p>Chapter 2 Determining Central Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 24–25</p> <ul style="list-style-type: none"> • <i>The Story of Civilization: Our Oriental Heritage</i> by Will Durant (excerpt/history) <p>First Read: Finding Details That Support Central Ideas—pp. 26–30 Third Read: Integrating Information—pp. 31–33</p> <p>Chapter 16 Analyzing the Development of Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 364–365</p> <ul style="list-style-type: none"> • <i>The Montgomery Bus Boycott and the Women Who Started It</i> by Jo Ann Gibson Robinson and David J. Garrow (excerpt/memoir) • <i>Remarks upon Signing the Civil Rights Bill (July 2, 1964)</i> by President Lyndon B. Johnson (excerpt/speech) <p>First Read: Identifying Main Ideas—pp. 366–373 Second Read: Analyzing the Development of Supporting Ideas—pp. 373–374</p> <p>Chapter 7 Understanding Word Choice and Style Preview Concepts/Chapter Goals/Making Connections—pp. 133–134</p> <ul style="list-style-type: none"> • <i>To Sir, With Love</i> by E. R. Braithwaite (excerpt/memoir) <p>Second Read: Analyzing Author’s Word Choice—pp. 143–144</p> <p style="text-align: right;"><i>continued</i></p> |

ELA.10.R.1 Reading Informational Text

Central Idea

Benchmark Clarifications

- Clarification 1: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.
- Clarification 2: See Rhetorical Appeals and Rhetorical Devices.

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| | <p>Chapter 17 Understanding How Authors Advance Their Points of View Preview Concepts/Chapter Goals/Making Connections—pp. 390–391</p> <ul style="list-style-type: none"> ▪ <i>“Freedom” by E. B. White (excerpt/essay)</i> ▪ <i>The Prince by Niccolò Machiavelli (excerpt/essay)</i> <p>First Read: Making Inferences—pp. 392–397</p> <p>Chapter 20 Analyzing Varying Accounts of a Subject Preview Concepts/Chapter Goals/Making Connections— pp. 448–449</p> <ul style="list-style-type: none"> ▪ <i>“Pure Genius: How Dean Kamen’s Invention Could Bring Clean Water to Millions” by Tom Foster (excerpt/article)</i> <p>First Read: Citing Text Evidence—pp. 450–459</p> |

Purpose and Perspective

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| <p>ELA.10.R.2.3: Analyze an author’s choices in establishing and achieving purpose(s) in historical American speeches and essays.</p> | <p>Chapter 13 Understanding Narrative Nonfiction and American Documents Preview Concepts/Chapter Goals/Making Connections—pp. 281–282</p> <ul style="list-style-type: none"> ▪ <i>The Immortal Life of Henrietta Lacks by Rebecca Skloot (excerpt/informational)</i> ▪ <i>Decision Points by George W. Bush (excerpt/memoir)</i> ▪ <i>Signing of Stem Cell Executive Order and Scientific Integrity Presidential Memorandum by President Barack Obama (excerpt/speech)</i> <p>First Read: Identifying Theme—pp. 283–294 Second Read: Analyzing Author’s Craft—pp. 295–297 Third Read: Analyzing American Documents—pp. 298–306</p> <p>Chapter 16 Analyzing the Development of Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 364–365</p> <ul style="list-style-type: none"> ▪ <i>The Montgomery Bus Boycott and the Women Who Started It by Jo Ann Gibson Robinson and David J. Garrow (excerpt/memoir)</i> ▪ <i>Remarks upon Signing the Civil Rights Bill (July 2, 1964) by President Lyndon B. Johnson (excerpt/speech)</i> <p>First Read: Identifying Main Ideas—pp. 366–373 Second Read: Analyzing the Development of Supporting Ideas—pp. 373–374</p> |

ELA.10.R.1 Reading Informational Text

Argument

Benchmark Clarifications

- Clarification 1: Validity refers to the soundness of the arguments.

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| <p>ELA.10.R.2.4: Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.</p> | <p>Chapter 9 Analyzing an Argument Preview Concepts/Chapter Goals/Making Connections—pp. 173–174</p> <ul style="list-style-type: none"> ▪ <i>Some Thoughts Concerning Education</i> by John Locke (excerpt/essay) First Read: Identifying Main Ideas—pp. 175–180 Second Read: Identifying Supporting Details—pp. 180–182 Third Read: Evaluating an Argument—pp. 182–185 <p>Chapter 12 Analyzing the Structure of an Argument Preview Concepts/Chapter Goals/Making Connections—pp. 262–263</p> <ul style="list-style-type: none"> ▪ <i>The Omnivore’s Dilemma</i> by Michael Pollan (excerpt/informational) First Read: Understanding Main Ideas—pp. 264–269 Second Read: Analyzing the Structure of an Argument—pp. 270–271 Third Read: Evaluating an Argument—pp. 272–273 <p>Chapter 15 Assessing Balance in Informational Text Preview Concepts/Chapter Goals/Making Connections—pp. 226–227</p> <ul style="list-style-type: none"> ▪ <i>Frankenstein’s Cat</i> by Emily Anthes (excerpt/informational) First Read: Identifying Key Ideas and Subtopics—pp. 332–337 Second Read: Connecting Key Ideas—pp. 338–339 Third Read: Evaluating Balance—pp. 339–340 <p>Chapter 16 Analyzing the Development of Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 364–365</p> <ul style="list-style-type: none"> ▪ <i>The Montgomery Bus Boycott and the Women Who Started It</i> by Jo Ann Gibson Robinson and David J. Garrow (excerpt/memoir) ▪ <i>Remarks upon Signing the Civil Rights Bill (July 2, 1964)</i> by President Lyndon B. Johnson (excerpt/speech) <p>Third Read: Evaluating Arguments—pp. 375–381</p> |

ELA.10.R.3 Reading Across Genres

Interpreting Figurative Language

Benchmark Clarifications

- Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.
- Clarification 2: See Secondary Figurative Language.

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| <p>ELA.10.R.3.1: Analyze how figurative language creates mood in text(s).</p> | <p>Chapter 5 Summarizing and Synthesizing Story Elements Preview Concepts/Chapter Goals/Making Connections—pp. 76–77</p> <ul style="list-style-type: none"> ▪ <i>Around the World in Eighty Days</i> by Jules Verne (excerpt/novel) ▪ <i>Around the World in 80 Days with Michael Palin</i> with Michael Palin (excerpt/memoir) <p>Third Read: Evaluating the Effects of Word Choice—pp. 86–94</p> <p>Chapter 8 Synthesizing Details from Multiple Texts Preview Concepts/Chapter Goals/Making Connections—pp. 152–153</p> <ul style="list-style-type: none"> ▪ <i>Tuesdays with Morrie</i> by Mitch Albom (excerpt/novel) ▪ <i>Morrie: In His Own Words</i> by Morrie Schwartz (excerpt/nonfiction) <p>Focus on Figurative Language—pp. 163–164</p> <p style="text-align: right;"><i>continued</i></p> |

ELA.10.R.3 Reading Across Genres

Interpreting Figurative Language

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| | <p>Chapter 10 Using Literal and Figurative Language to Persuade Preview Concepts/Chapter Goals/Making Connections—pp. 191–192</p> <ul style="list-style-type: none"> ▪ “<i>Silence Dogood #4</i>” by Benjamin Franklin (excerpt/allegory) ▪ “<i>Where College Fails Us</i>” by Caroline Bird (excerpt/essay) <p>First Read: Understanding Allegory—pp. 193–200</p> <p>Chapter 11 Analyzing Storytelling Techniques in Nonfiction Texts Preview Concepts/Chapter Goals/Making Connections—pp. 238–239</p> <ul style="list-style-type: none"> ▪ <i>Hiroshima</i> by John Hersey (excerpt/informational) ▪ <i>Hiroshima in the Morning</i> by Rahna Reiko Rizzuto (excerpt/memoir) <p>Making Connections (mood)—pp. 238–239 First Read: Understanding Key Images and Descriptions—pp. 240–247 Second Read: Understanding Storytelling Through Imagery—pp. 247–249 Third Read: Analyzing Style in Nonfiction Narrative—pp. 249–255</p> <p>Chapter 16 Analyzing the Development of Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 364–365</p> <ul style="list-style-type: none"> ▪ <i>The Montgomery Bus Boycott and the Women Who Started It</i> by Jo Ann Gibson Robinson and David J. Garrow (excerpt/memoir) <p>Figurative Language in Literature—TWE p. 367</p> <p>Close Reading Annotating a Text (marking imagery or interesting figurative language)—p. xxv</p> <p>Project-Based Assessment Descriptive Narrative Essay (use figurative language)—pp. 112–113</p> |

Paraphrasing and Summarizing

Benchmark Clarifications

- Clarification 1: Most grade-level texts are appropriate for this benchmark.

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| <p>ELA.10.R.3.2: Paraphrase content from grade-level texts.</p> | <p>Chapter 5 Summarizing and Synthesizing Story Elements Preview Concepts/Chapter Goals/Making Connections—pp. 76–77</p> <ul style="list-style-type: none"> ▪ <i>Around the World in Eighty Days</i> by Jules Verne (excerpt/novel) ▪ <i>Around the World in 80 Days with Michael Palin</i> with Michael Palin (excerpt/memoir) <p>First Read: Summarizing Text—pp. 78–85</p> <p style="text-align: right;"><i>continued</i></p> |

ELA.10.R.3 Reading Across Genres

Paraphrasing and Summarizing

Benchmark Clarifications

- Clarification 1: Most grade-level texts are appropriate for this benchmark.

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| | <p>Chapter 9 Analyzing an Argument Preview Concepts/Chapter Goals/Making Connections—pp. 173–174</p> <ul style="list-style-type: none"> ▪ <i>Some Thoughts Concerning Education by John Locke (excerpt/essay)</i> First Read: Identifying Main Ideas (paraphrase or direct quote)—pp. 179–180 Focus on Identifying Supporting Details (paraphrase)—p. 180 <p>Chapter 16 Analyzing the Development of Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 364–365</p> <ul style="list-style-type: none"> ▪ Making Connections (paraphrase ideas)—p. 365 ▪ Speak and Listen (summarize discussion)—p. 374 <p>Chapter 20 Analyzing Varying Accounts of a Subject Preview Concepts/Chapter Goals/Making Connections— pp. 448–449</p> <ul style="list-style-type: none"> ▪ <i>“Pure Genius: How Dean Kamen’s Invention Could Bring Clean Water to Millions” by Tom Foster (excerpt/article)</i> Focus on Citing Text Evidence (paraphrase or direct quotation)—p. 459 <p>On Your Own Integrating Ideas (summarize arguments)—p. 188</p> <p>Project-Based Assessment Analyze an Argument (paraphrase/direct quote)—p. 216</p> <p>The Writing Process Take Notes from Other Sources (paraphrase information)—p. 229 Final Peer Review—p. 356 Conduct Research (paraphrase or direct quotation)—p. 496 Organize Ideas (summarize main points)—p. 497 Prepare Research Format (paraphrase or summarize)—p. 498</p> |

Comparative Reading

Benchmark Clarifications

- Clarification 1: The classical source texts for this benchmark should be from ancient Greece or Rome’s Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization’s early history. Religious texts for this benchmark include works such as the Bible.

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| <p>ELA.10.R.3.3: Analyze how mythical, classical, or religious texts have been adapted.</p> | <p>Chapter 3 Analyzing and Comparing Themes Preview Concepts/Chapter Goals/Making Connections—pp. 38–39</p> <ul style="list-style-type: none"> ▪ <i>The Travels of Ibn Battuta by Ibn Battuta (excerpt/memoir)</i> Third Read: Comparing Stories—pp. 46–49 <p>Chapter 4 Analyzing Dramatic Irony Preview Concepts/Chapter Goals/Making Connections—pp. 56–57</p> <ul style="list-style-type: none"> ▪ <i>The Odyssey by Homer translated by Robert Fitzgerald (excerpt/epic poem)</i> ▪ <i>O Brother, Where Art Thou? by Ethan and Joel Coen (excerpt/film)</i> Third Read: Comparing Approaches—pp. 68–71 <p style="text-align: right;"><i>continued</i></p> |

ELA.10.R.3 Reading Across Genres

Comparative Reading

Benchmark Clarifications

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| | <p>Chapter 8 Synthesizing Details from Multiple Texts Preview Concepts/Chapter Goals/Making Connections—pp. 152–153</p> <ul style="list-style-type: none"> ▪ <i>Tuesdays with Morrie by Mitch Albom (excerpt/novel)</i> ▪ <i>Morrie: In His Own Words by Morrie Schwartz (excerpt/nonfiction)</i> <p>First Read: Understanding the Impact of Details—pp. 154–162 Second Read: Determining Central Idea—pp. 162–164 Third Read: Synthesizing Details from Multiple Sources—pp. 164–168</p> <p>Chapter 13 Understanding Narrative Nonfiction and American Documents Preview Concepts/Chapter Goals/Making Connections—pp. 281–282</p> <ul style="list-style-type: none"> ▪ <i>The Immortal Life of Henrietta Lacks by Rebecca Skloot (excerpt/informational)</i> ▪ <i>Decision Points by George W. Bush (excerpt/memoir)</i> ▪ <i>Signing of Stem Cell Executive Order and Scientific Integrity Presidential Memorandum by President Barack Obama (excerpt/speech)</i> <p>Third Read: Analyzing American Documents—pp. 298–306</p> <p>Chapter 16 Analyzing the Development of Ideas Preview Concepts/Chapter Goals/Making Connections—pp. 364–365</p> <ul style="list-style-type: none"> ▪ <i>The Montgomery Bus Boycott and the Women Who Started It by Jo Ann Gibson Robinson and David J. Garrow (excerpt/memoir)</i> ▪ <i>Remarks upon Signing the Civil Rights Bill (July 2, 1964) by President Lyndon B. Johnson (excerpt/speech)</i> <p>First Read: Identifying Main Ideas—pp. 366–373 Second Read: Analyzing the Development of Supporting Ideas—pp. 373–374 Third Read: Evaluating Arguments—pp. 375–381</p> <p>Chapter 17 Understanding How Authors Advance Their Points of View Preview Concepts/Chapter Goals/Making Connections—pp. 390–391</p> <ul style="list-style-type: none"> ▪ <i>“Freedom” by E. B. White (excerpt/essay)</i> ▪ <i>The Prince by Niccolò Machiavelli (excerpt/essay)</i> <p>Third Read: Evaluating Reasoning—pp. 399–403</p> <p>Chapter 18 Recognizing Universal Themes Across Cultures Preview Concepts/Chapter Goals/Making Connections— pp. 409–410</p> <ul style="list-style-type: none"> ▪ <i>Things Fall Apart by Chinua Achebe (excerpt/novel)</i> ▪ <i>“The Second Coming” by William Butler Yeats (excerpt/poetry)</i> <p>Second Read: Analyzing a Cultural Experience—pp. 417–418 Third Read: Analyzing How a Text Transforms Source Material—pp. 418–422</p> <p>Chapter 20 Analyzing Varying Accounts of a Subject Preview Concepts/Chapter Goals/Making Connections— pp. 448–449</p> <ul style="list-style-type: none"> ▪ <i>“Pure Genius: How Dean Kamen’s Invention Could Bring Clean Water to Millions” by Tom Foster (excerpt/article)</i> <p>First Read: Citing Text Evidence—pp. 450–459 Second Read: Analyzing Organization—pp. 460–461 Third Read: Analyzing Multimodal Accounts of a Subject—pp. 461–464</p> |

ELA.10.R.3 Reading Across Genres

Understanding Rhetoric

Benchmark Clarifications

- Clarification 1: Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.
- Clarification 2: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.
- Clarification 3: See Secondary Figurative Language.
- Clarification 4: See Rhetorical Appeals and Rhetorical Devices.

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| <p>ELA.10.R.3.4: Analyze an author’s use of rhetoric in a text.</p> | <p>Chapter 4 Analyzing Dramatic Irony Preview Concepts/Chapter Goals/Making Connections—pp. 56–57</p> <ul style="list-style-type: none"> ▪ <i>The Odyssey by Homer translated by Robert Fitzgerald (excerpt/epic poem)</i> ▪ <i>O Brother, Where Art Thou? by Ethan and Joel Coen (excerpt/film)</i> <p>First Read: Analyzing Interactions Between Characters and Events—pp. 58–65 Second Read: Analyzing Dramatic Irony—pp. 66–68 Third Read: Comparing Approaches—pp. 68–71</p> <p>Chapter 7 Understanding Word Choice and Style Preview Concepts/Chapter Goals/Making Connections—pp. 133–134</p> <ul style="list-style-type: none"> ▪ <i>To Sir, With Love by E. R. Braithwaite (excerpt/memoir)</i> <p>First Read: Identifying Key Elements—pp. 135–142 Second Read: Analyzing Author’s Word Choice—pp. 143–144 Third Read: Understanding Rhetoric—pp. 144–146</p> <p>Chapter 10 Using Literal and Figurative Language to Persuade Preview Concepts/Chapter Goals/Making Connections—pp. 191–192</p> <ul style="list-style-type: none"> ▪ <i>“Silence Dogood #4” by Benjamin Franklin (excerpt/allegory)</i> ▪ <i>“Where College Fails Us” by Caroline Bird (excerpt/essay)</i> <p>First Read: Understanding Allegory—pp. 193–200 Understanding Metonymy—p. 200</p> <p>Chapter 14 Analyzing Structure and Tone in Informational Text Preview Concepts/Chapter Goals/Making Connections—pp. 312–313</p> <ul style="list-style-type: none"> ▪ <i>Hot, Flat, and Crowded by Thomas L. Friedman (excerpt/informational)</i> <p>First Read: Understanding Cause and Effect—pp. 314–320 Second Read: Using Rhetorical Devices to Advance Purpose—pp. 320–321 Third Read: Analyzing Author’s Tone—pp. 321–323</p> <p>Chapter 17 Understanding How Authors Advance Their Points of View Preview Concepts/Chapter Goals/Making Connections—pp. 390–391</p> <ul style="list-style-type: none"> ▪ <i>“Freedom” by E. B. White (excerpt/essay)</i> ▪ <i>The Prince by Niccolò Machiavelli (excerpt/essay)</i> <p>First Read: Making Inferences—pp. 392–397 Second Read: Analyzing Rhetoric—pp. 397–399 Third Read: Evaluating Reasoning—pp. 399–403</p> |

10th Grade Communication

ELA.10.C.1 Communicating Through Writing

Narrative Writing

Benchmark Clarifications

- Clarification 1: See Writing Types and Narrative Techniques.

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| <p>ELA.10.C.1.2: Write narratives using an appropriate pace to create tension, mood, and/or tone.</p> | <p>Unit 1 Writing Writing a Personal Narrative—pp. 100–107</p> <p>Project-Based Assessments Dramatic Scene, p. 51; Educational Memoir, pp. 148–149; Family Interview, pp. 258–259; Fictional Dialogue, p. 34; Fictional Journal Entry, pp. 96–97; Film Script, p. 72; Modernist Poem, pp. 424–425; Narrative Nonfiction, pp. 308–309; Readers Theater, pp. 488–489</p> <p>Practice Performance Task Descriptive Narrative Essay—pp. 108–114</p> <p>Language Narrative Pacing, p. 324; Meter and Rhyme in Poetry, pp. 422–423;</p> |

Argumentative Writing

Benchmark Clarifications

- Clarification 1: See Writing Types and Elaborative Techniques.
- Clarification 2: The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate.

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| <p>ELA.10.C.1.3: Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.</p> | <p>Unit 2 Writing Writing an Argumentative Essay—pp. 223–233</p> <p>Project-Based Assessments Argumentative Essay, p. 35; Travel Brochure, p. 96; Role-Play Debate, pp. 186–187; Argumentative Essay, pp. 187–188; Analysis of an Argument, pp. 215–216; Lincoln-Douglas Debate, pp. 217–219; Op-Ed, pp. 276–277; Persuasive Speech, p. 308; Debate, pp. 341–342; Leaflet, p. 383; Political Advertisement, p. 405; Argumentative Essay, pp. 443–444; Advertising Poster, p. 466</p> <p>Practice Performance Task Argumentative Essay—pp. 358–362 Argumentative Essay—pp. 501–505</p> |

10th Grade Communication

ELA.10.C.1 Communicating Through Writing

Expository Writing

- Benchmark Clarifications
- Clarification 1: See Writing Types.

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| <p>ELA.10.C.1.4: Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.</p> | <p>Unit 3 Writing Writing an Analysis of an Argument—pp. 347–357</p> <p>Unit 4 Writing Writing a Research Paper—pp. 493–500</p> <p>Write Lesson writing activities—pp. 14, 16, 18, 30, 33, 46, 49, 68, 71, 85, 93, 124, 128, 144, 146, 163, 168, 180, 185, 248, 255, 306, 321, 323, 340, 373, 381, 397, 403, 418, 422, 440, 461, 464, 476, 487</p> <p>Project-Based Assessments Literary Analysis, p. 21; Newspaper Article, pp. 52–53; Interpretive Essay, p. 73; Response Essay, p. 169; Create a Futuristic Society, pp. 325–326; Write a Prologue, pp. 326–327; Magazine Article, pp. 466–467; Comparing and Contrasting Characters, pp. 489–490</p> <p>Practice Performance Task Informative Essay—pp. 234–236</p> |

Improving Writing

| 10 th GRADE FLORIDA B.E.S.T. ELA STANDARD | CONNECTIONS English Language Arts, GRADE 10 |
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| <p>ELA.10.C.1.5: Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.</p> | <p>The Writing Process pp. 101-107, 224-233, 348-357</p> <p>The Inquiry and Writing Process pp. 494-500</p> <p>Planning Prepare to Write (purpose, audience, content, additional requirements)—pp. 100, 223, 347, 493 Generate Ideas—pp. 101-103, 227-228, 350-352 First Draft—pp. 105, 231, 354, 498 Brainstorm/Brainstorming Topics—pp. 224-226, 348-350, 494 Take Notes from Other Sources—p. 229 Synthesize Information—p. 229 Organize Ideas—pp. 230-231, 354, 497 Conduct Research—pp. 496-497 Citing Sources/Prepare Research Format—p. 498</p> <p>Revising and Editing (with feedback) Revision—pp. 105, 231, 355, 499 First Peer Review (Steps for Peer Review)—pp. 105, 232, 355, 499 Second Peer Review/Self Review—pp. 106-107, 355-356 Second Peer Review (Partner)—pp. 232-233 Second Review (Teacher/Parent)—pp. 499-500 Final Peer Review—pp. 107, 233, 356, 500 Proofread—pp. 107, 233, 356, 500 Final Essay—pp. 107, 233, 356, 500</p> |

10th Grade Communication

ELA.10.C.2 Communicating Orally

Oral Presentation

Benchmark Clarifications

- Clarification 1: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.
- Clarification 2: For further guidance, see the Secondary Oral Communication Rubric.

| 10 th GRADE FLORIDA B.E.S.T. ELA STANDARD | CONNECTIONS English Language Arts, GRADE 10 |
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| <p>ELA.10.C.2.1: Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> | <p>Speak and Listen Oral communications (partner, small group, class discussions)— pp. 16, 18, 33, 44, 46, 49, 66, 71, 93, 94, 124, 126, 128, 142, 144, 162, 185, 200, 202, 213, 247, 249, 255, 269, 272, 273, 294, 297, 306, 320, 323, 337, 340, 374, 381, 399, 417, 422, 438, 459, 464, 476, 485, 487</p> <p>Project-Based Assessments Socratic Seminar, pp. 147–148, 275–276; Role-Play Debate, pp. 186–187; Lincoln-Douglas Debate, pp. 217–219; Persuasive Speech, p. 308; Debate, pp. 341–342</p> |

ELA.10.C.3 Following Conventions

Conventions

Benchmark Clarifications

- Clarification 1: Skills to be implemented but not yet mastered are as follows:
 - Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.

Skills to be implemented but not yet mastered are as follows:

 - Use knowledge of usage rules to create flow in writing and presenting.
- Clarification 2: See Convention Progression by Grade Level for more information.

| 10 th GRADE FLORIDA B.E.S.T. ELA STANDARD | CONNECTIONS English Language Arts, GRADE 10 |
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| <p>ELA.10.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> | <p>Language Writing Complete Sentences, pp. 18–19; Parallelism, pp. 33–34; Prepositional Phrases, pp. 94–95; Using Colons, p. 128; Using Semicolons, p. 146; Using Dashes, p. 168; Using Transitions, pp. 185–186; Capitalization, p. 214; Spelling, p. 256; Using Parentheses, pp. 274–275; Consistent Verb Tenses, pp. 306–307; Narrative Pacing, p. 324; Participial Phrases, p. 341; Using Pronouns, pp. 381–382; Noun Phrases, p. 404; Meter and Rhyme in Poetry, pp. 422–423; Using Commas with Phrases and Clauses, pp. 441–442; Active and Passive Voice, pp. 487–488</p> |

10th Grade Communication

ELA.10.C.4 Researching

Researching and Using Information

Benchmark Clarifications

- Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

| 10 th GRADE FLORIDA B.E.S.T. ELA STANDARD | CONNECTIONS English Language Arts, GRADE 10 |
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| <p>ELA.10.C.4.1: Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.</p> | <p>Project-Based Assessments (requiring research) Pictorial Presentation, p. 20; Argumentative Essay, pp. 35, 187, 443; Digital Collection of Aphorisms, p. 170; Role-Play Debate, p. 186; Analysis of an Argument, p. 215; Lincoln-Douglas Debate, p. 217; Digital Presentation, p. 257; Write a Prologue, p. 326</p> <p>On Your Own Integrating Ideas (research)—pp. 21, 35, 53, 73, 97, 130, 149, 170, 188, 219, 259, 277, 309, 327, 344, 387, 406, 425, 445, 467, 490</p> <p>Focus Focus on Integrating Information (research)—pp. 31–33 Focus on Summarizing Text (research questions)—p. 83 Focus on Evaluating an Argument (conduct research)—p. 273</p> <p>Making Connections Conduct research to answer the question—p. 77</p> <p>Tech-Connect Online research—p. 197</p> <p>Writing Workshop Writing a Research Paper—pp. 493–500</p> |

ELA.10.C.5 Creating and Collaborating

Multimedia

Benchmark Clarifications

- Clarification 1: The presentation may be delivered live or delivered as a stand-alone digital experience.

| 10 th GRADE FLORIDA B.E.S.T. ELA STANDARD | CONNECTIONS English Language Arts, GRADE 10 |
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| <p>ELA.10.C.5.1: Create digital presentations to improve understanding of findings, reasoning, and evidence.</p> | <p>Project-Based Assessments Pictorial Presentation, pp. 20, 423–424; Digital Presentation, pp. 257–258; Facebook Group, pp. 444–445; Advertising Poster, p. 466; Magazine Article, pp. 466–467</p> |

Technology in Communication

| 10 th GRADE FLORIDA B.E.S.T. ELA STANDARD | CONNECTIONS English Language Arts, GRADE 10 |
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| <p>ELA.10.C.5.2: Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.</p> | <p>Tech-Connect Online search, collaboration, and publication—pp. 13, 29, 52, 64, 83, 96, 126, 128, 141, 146, 162, 182, 197, 209, 247, 258, 268, 272, 293, 304, 320, 322, 337, 341, 372, 396, 414, 436, 458, 459, 466, 485</p> <p style="text-align: right;"><i>continued</i></p> |

10th Grade Communication

ELA.10.C.5 Creating and Collaborating

Technology in Communication

| 10 th GRADE FLORIDA B.E.S.T. ELA STANDARD | CONNECTIONS English Language Arts, GRADE 10 |
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| | <p>Final Essay Upload essay to websites or blog—pp. 107, 233, 357, 500</p> <p>Project-Based Assessments Digital Collection of Aphorisms, p. 170; Facebook Group, pp. 444–445</p> <p>Using Technology in the Classroom TWE pp. 507–508</p> |

10th Grade Vocabulary

ELA.10.V.1 Finding Meaning

Academic Vocabulary

Benchmark Clarifications

- Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.
- Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

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| <p>ELA.10.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> | <p>Chapter 19 Understanding an Author’s Point of View First Read: Defining Key Terms—pp. 430–438</p> <p>Unit Introduction Goals (discuss meanings of academic vocabulary)—TWE pp. 7, 115, 283, 363</p> <p>Chapter Introduction Preview Academic Vocabulary—pp. 8, 24, 38, 56, 76, 116, 133, 152, 173, 191, 238, 262, 281, 312, 330, 364, 390, 409, 428, 448, 470</p> |

Morphology

Benchmark Clarifications

- Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.
- Clarification 2: Derivation refers to making new words from an existing word by adding affixes.

| 10 th GRADE FLORIDA B.E.S.T. ELA STANDARD | CONNECTIONS English Language Arts, GRADE 10 |
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| <p>ELA.10.V.1.2: Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> | <p>Unit 1 Introduction Introduction Suggestions (etymology)—TWE p. 7</p> <p>Language Foreign Words, p. 72; Technical Vocabulary (Greek and Latin prefixes, roots, and suffixes), p. 465</p> <p style="text-align: right;"><i>continued</i></p> |

10th Grade Vocabulary

ELA.10.V.1 Finding Meaning

Morphology

Benchmark Clarifications

- Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.
- Clarification 2: Derivation refers to making new words from an existing word by adding affixes.

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| | <p>First Read</p> <p>Preview Vocabulary (use a dictionary)—TWE pp. 10, 26, 40, 58, 78, 118, 135, 154, 175, 193, 240, 264, 283, 314, 332, 366, 392, 411, 430, 450, 472, 15, 30, 45, 66, 85, 124, 143, 162, 180, 201, 247, 270, 295, 320, 338, 373, 397, 417, 438, 460, 477, 16, 31, 46, 68, 86, 126, 144, 164, 182, 203, 249, 272, 298, 321, 339, 375, 400, 418, 440, 461, 485</p> |

Context and Connotation

Benchmark Clarifications

- Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary.
- Clarification 2: See Context Clues and Word Relationships.
- Clarification 3: See ELA.10.R.3.1 and Secondary Figurative Language.

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| <p>ELA.10.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> | <p>Unit 1 Introduction</p> <p>Introduction Suggestions (connotation and denotation)—TWE p. 7</p> <p>Chapter 5 Summarizing and Synthesizing Story Elements</p> <p>Third Read: Evaluating the Effects of Word Choice—pp. 86–94</p> <p>Chapter 7 Understanding Word Choice and Style</p> <p>Second Read: Analyzing Author’s Word Choice—pp. 143–144</p> <p>Third Read: Understanding Rhetoric—pp. 144–146</p> <p>Chapter 10 Using Literal and Figurative Language to Persuade</p> <p>First Read: Understanding Allegory/Metonymy—pp. 193–200</p> <p>Chapter 19 Understanding an Author’s Point of View</p> <p>First Read: Defining Key Terms—pp. 430–438</p> <p>First Read</p> <p>Preview Vocabulary (use context clues/use a dictionary)—TWE pp. 10, 26, 40, 58, 78, 118, 135, 154, 175, 193, 240, 264, 283, 314, 332, 366, 392, 411, 430, 450, 472, 15, 30, 45, 66, 85, 124, 143, 162, 180, 201, 247, 270, 295, 320, 338, 373, 397, 417, 438, 460, 477, 16, 31, 46, 68, 86, 126, 144, 164, 182, 203, 249, 272, 298, 321, 339, 375, 400, 418, 440, 461, 485</p> <p>Focus</p> <p>Focus on Identifying Tone—pp. 122–124</p> <p>Focus on Figurative Language—pp. 163–164</p> <p>Project-Based Assessments</p> <p>Travel Brochure (connotation and denotation), p. 96</p> |