

**Larchmont Charter High School – ENGLISH
STANDARDS MAP**

GRADE 10 – STANDARDS MAP						
CALIFORNIA CONTENT STANDARDS: READING	# of Items	%	Q1	Q2	Q3	Q4
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.	8	11%				
1.1 Vocabulary and Concept Development: identify and use the literal and figurative meanings of words and understand word derivations	5		X			
1.2 Vocabulary and Concept Development: distinguish between the denotative and connotative meanings of words and interpret the connotative power of words	2		X			
1.3 Vocabulary and Concept Development: identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word “narcissistic” drawn from the myth of Narcissus and Echo)	1		X			
2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in <i>Recommended Literature, Grades Nine Through Twelve</i> (1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.	18	24%				

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2.1 Structural Features of Informational Materials: analyze the structure and format of functional workplace documents, including the graphics and headers and explain how authors use the features to achieve their purposes	2		X			
2.2 Structural Features of Informational Materials: prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents	2		X			
2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: generate relevant questions about readings on issues that can be researched	2		X			
CALIFORNIA CONTENT STANDARDS: READING	# of Items	%				
2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension	2			X		
2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration	NA*			X		
2.6 Comprehension and Analysis of Grade-Level-Appropriate Text: demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and access guides to World Wide Web sites on the Internet)	2			X		
2.7 Expository Critique: critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings	4				X	
2.8 Expository Critique: evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material)	4				X	

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<p>3.0 LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in <i>Recommended Literature, Grades Nine Thorough Twelve</i> illustrate the quality and complexity of the materials to be read by students.</p>	16	21%				
<p>3.1 Structural Features of Literature: articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (comedy, tragedy, drama, dramatic monologue)</p>	1				X	
<p>3.2 Structural Features of Literature: compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic</p>	2			X		
<p>3.3 Narrative Analysis of Grade-Level-Appropriate Text: analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and the way those interactions affect the plot</p>	2			X		
CALIFORNIA CONTENT STANDARDS: READING	# of Items	%				
<p>3.4 Narrative Analysis of Grade-Level-Appropriate Text: determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, soliloquy</p>	1			X		
<p>3.5 Narrative Analysis of Grade-Level-Appropriate Text: compare works that express a universal theme, and provide evidence to support the ideas expressed in each work</p>	2		X			
<p>3.6 Narrative Analysis of Grade-Level-Appropriate Text: analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks)</p>	1				X	

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3.7 Narrative Analysis of Grade-Level-Appropriate Text: recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal	2			X		
3.8 Narrative Analysis of Grade-Level-Appropriate Text: interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text	1				X	
3.9 Narrative Analysis of Grade-Level-Appropriate Text: explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text	1				X	
3.10 Narrative Analysis of Grade-Level-Appropriate Text: identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature	1				X	
3.11 Literary Criticism: evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism (Aesthetic Approach)	1				X	
3.12 Literary Criticism: analyze the way in which a work of literature is related to the themes and issues of its historical period (Historical Approach)	1					X

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CALIFORNIA CONTENT STANDARDS: WRITING	# of Items	%	Q1	Q2	Q3	Q4
1.0 WRITTEN AND ORAL LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions.	13	17%				
1.1 Grammar and Mechanics of Writing: identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semi-colons, colons, ellipses, hyphens)	3		X			
1.2 Grammar and Mechanics of Writing: understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses)	3		X			
1.3 Grammar and Mechanics of Writing: demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax	3			X		
1.4 Manuscript Form: produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization	3				X	
1.5 Manuscript Form: reflect appropriate manuscript requirements, including	1 <small>(rotating annually)</small>					X
1) title page presentation	1/4**					X
2) pagination	1/4**					X
3) spacing and margins	1/4**					X
4) integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations	1/4**					X
1.0 WRITING STRATEGIES: Students write coherent and focused essays that convey a well-defined perspective and tightly-reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students	20	27%				

* Not assessable in multiple-choice format

** Fractional values indicated rotated standards (e.g., 1/2 = rotated every 2 years; 1/3 = rotated every three years) 5

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progress through the stages of the writing process as needed.						
1.1 Organization and Focus: establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing	3			X		
1.2 Organization and Focus: use precise language, action verbs, sensory details, appropriate modifiers, and active rather than the passive voice	3			X		

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1.3 Research and Technology: use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources	2					X
1.4 Research and Technology: develop the main ideas within the body of the composition through supportive evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions)	2					X
1.5 Research and Technology: synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents)	2					X
1.6 Research and Technology: integrate quotations and citations into a written text while maintaining the flow of ideas	NA*					X
1.7 Research and Technology: use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., the <i>Modern Language Association Handbook</i> , <i>The Chicago Manual of Style</i>)	2					X
1.8 Research and Technology: design and publish documents by using advanced publishing software and graphic programs	NA*			X		
1.9 Evaluation and Revision: revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context	6				X	
TOTALS	75	100%	22	20	23	10

* Not assessable in multiple-choice format