

MCAS/DCCAS English Language Arts Correlation Chart Grade 10

<i>MCAS Finish Line English Language Arts Grade 10</i>	<i>MCAS Standard</i>	<i>DCCAS Standard</i>	<i>DCCAS Standard Description</i>
Unit 1: Mastering Language			
<i>Lesson 1: Vocabulary</i>	4.20	7.LD-V.8	Use such clues as cause and effect and comparison and contrast to identify the meaning of unfamiliar words and words with multiple meanings in context.
	4.21	7.LD-V.7	Use Greek and Latin roots and affixes to determine the meaning of content area vocabulary.
	4.23	10.LD-V.8	Identify and use idioms, cognates, and the literal and figurative meanings of words in speaking and writing.
	4.24	9.LD-V.7	Use Greek, Latin, and Norse mythology; the Bible; and other works often alluded to in American and world literature to understand the meaning of words or phrases.
<i>Lesson 2: Structure of English</i>	5.23 5.27	9.EL.6	Identify and use functional sentence structure. <ul style="list-style-type: none"> • Make effective use of parallel structure. • Place modifiers properly. • Avoid run-on sentences, comma splices, and sentence fragments. • Use different types of clauses and phrases, including adverb and adjective clauses. • Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel,



			repetitive, and analogous sentence structures.
	5.24	9.EL.1	Identify nominalized, adjectival, and adverbial clauses.
	5.25	9.EL.2	Recognize and use verbals: participles, gerunds, and infinitives.
	5.28	10.EL.2	Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerunds, infinitives, and participles), mechanics, usage (e.g., tense consistency), and sentence structure (e.g., parallel structure, properly placed modifiers).
		10.EL.3	Use ending punctuation, correct internal punctuation (commas, ellipses, colons, semicolons, parentheses), apostrophes for contractions and possessives, and correct punctuation for quotations (quotation marks, ellipses, brackets).
Lesson 3: <i>Formal and Informal English</i>	6.8	9.LD-V.8	Determine the meanings of multiple-meaning words by using context.
Unit 2: Reading Skills and Literary Concepts			
Lesson 4: <i>Understanding a Text</i>	8.21	8.IT-A.5	Recognize organizational structures and arguments for and against an issue.
	8.26		
	8.22	10.IT-E.1	Summarize the purpose and main ideas in passages; distinguish between a summary and a critique.
	8.25	8.LT-F.5	Interpret a character's traits, emotions, or motivations, and provide supporting evidence from a text.
	8.28	8.IT-E.3	Distinguish between the concept of theme in a literary work and the author's explicit or implicit purpose in an expository text.
Lesson 5: <i>Interpreting Literary Text</i>	8.25	8.LT-F.5	Interpret a character's traits, emotions, or motivations, and provide supporting evidence from a text.
Lesson 6: <i>Analyzing an Author's Argument</i>	8.26	8.IT-A.5	Recognize organizational structures and arguments for and against an issue.
	8.28	8.IT-E.3	Distinguish between the concept of theme in a literary work and



			the author's explicit or implicit purpose in an expository text.
	8.31	10.IT-A.9	Analyze the logic and use of evidence in an author's argument.
Lesson 7: <i>Making Reading Connections</i>	9.3	4.LT-C.1	Identify similarities and differences between the characters or events in a story and the experiences in an author's life.
	9.4	7.LT-C.1	Relate the elements of a literary work to the elements of other literary works set in the same historical period.
	9.5	8.LT-C.1	Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.
	9.6	10.LT-C.1	Relate a literary work to primary source documents of its literary period or historical setting or to the seminal ideas of its time.
	10.3	5.LT-G.2	Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purposes.
Lesson 8: <i>Genre and Theme</i>	10.4	8.LT-G.2	Identify and analyze how the different genres (e.g., poetry, short story, biography, drama) used by one particular author accomplish different aesthetic purposes.
	10.5	9.LT-G.2	Compare (and contrast) works with similar themes in two different literary genres, using their structural features as the basis for the comparison.
	11.3	6.LT-T.3	Apply knowledge that theme, whether stated or implied, refers to the basic meaning of a literary text.
	11.4	8.LT-T.3	Compare (and contrast) similar themes across a variety of selections, distinguishing theme from topic.
	11.5	10.LT-T.3	Analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme.
Lesson 9: <i>Style and Language</i>	15.5	9.LT-S.10	Identify or analyze patterns of imagery or symbolism in literary selections.
	15.7	10.LT-S.11	Evaluate how an author's choice of words advances the theme or



			purpose of a work.
	15.8	9.LT-S.11	Describe the importance of sentence variety in the overall effectiveness of a literary work.
Unit 3: Varieties of Literature			
Lesson 10: <i>Elements of Fiction</i>	12.3	8.LT-F.6	Analyze the influence of setting (e.g., time of day, place, historical period, situation) on the problem and resolution.
	12.4	7.LT-F.6	Describe a character based on the thoughts, words, and actions of the character, the narrator's description, and what other characters say and do.
	12.5	10.LT-F.4	Analyze such elements in fiction as foreshadowing, flashbacks, suspense, and irony.
Lesson 11: <i>Understanding Nonfiction</i>	13.17 13.18	7.IT-E.2	Identify and use knowledge of common textual features.
	13.19 13.20 13.21	8.IT-A.5	Recognize organizational structures and arguments for and against an issue.
	13.24	10.IT-A.9	Analyze the logic and use of evidence in an author's argument.
Lesson 12: <i>Poetry</i>	14.3	9.LT-P.7	Identify, respond to, and analyze the effects of sound (alliteration, onomatopoeia, rhyme scheme, consonance, assonance), figurative language (personification, metaphor, simile, hyperbole, symbolism), and dramatic structure.
	14.4	8.LT-P.8	Analyze the effects of sound (alliteration, internal rhyme, rhyme scheme), figurative language (personification, metaphor, simile, hyperbole), and graphics (capital letters, line length, word position) on the meaning of a poem.
	14.5	10.LT-P.8	Identify, respond to, and analyze the effects of the form and dramatic structure of ballads, elegies, sonnets, and heroic couplets.



Lesson 13: <i>Myth, Traditional Narrative, and Classical Literature</i>	16.9	8.LT-TN.11	Identify conventions in epic tales (e.g., the quest, the hero's task, special weapons or clothing).
	16.10	7.LT-TN.12	Identify similarities and differences in mythologies from different cultures (e.g., ideas of afterlife, roles of deities).
	16.11	9.LT-TN.13	Analyze the characters, structure, and themes of classical Greek drama and epic poetry.
Lesson 14: <i>Dramatic Literature</i>	17.6	8.LT-D.9	Identify and analyze how two different playwrights achieve characterization through dialogue in their plays.
	17.7	10.LT-D.9	Identify and analyze how dramatic conventions support, interpret, and enhance dramatic text.
Unit 4: Composition			
Lesson 15: <i>Writing an Effective Essay</i>	19.22 19.23	10.W-E.3	Write interpretations of literary texts that: <ul style="list-style-type: none"> • extend beyond summary and literal analysis; • address the author's techniques; • draw inferences about its effects; and • support inferences through references to the text or other works.
	19.26	10.W-E.5	Write persuasive (controversial issue) essays that: <ul style="list-style-type: none"> • structure ideas and arguments in a sustained and logical fashion; • engage the reader; • use specific rhetorical devices to back up assertions (e.g., via an appeal to logic through reasoning; via an appeal to emotion or ethical belief; or by personal anecdote, case study, or analogy); • clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations,



			and/or expressions of commonly accepted beliefs and logical reasoning; and <ul style="list-style-type: none"> anticipate and address the reader’s concerns and counterclaims with evidence.
Lesson 16: <i>Persuasive and Personal Essays</i>	19.22 19.23	10.W-E.3	Write interpretations of literary texts that: <ul style="list-style-type: none"> extend beyond summary and literal analysis; address the author’s techniques; draw inferences about its effects; and support inferences through references to the text or other works.
	20.4	10.W-E.5	Write persuasive (controversial issue) essays that: <ul style="list-style-type: none"> structure ideas and arguments in a sustained and logical fashion; engage the reader; use specific rhetorical devices to back up assertions (e.g., via an appeal to logic through reasoning; via an appeal to emotion or ethical belief; or by personal anecdote, case study, or analogy); clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning; and anticipate and address the reader’s concerns and counterclaims with evidence.
Lesson 17: <i>Revising an Essay</i>	21.4 21.6	10.W-R.6	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone in light of the audience, purpose, and formality of the context.
	21.8	9.W-R.6	Revise writing to improve the topic/idea development,



			organization, language/style, word choice, and tone in light of the audience, purpose, and formality of the context.
Lesson 18: <i>Standard English Conventions</i>	22.7	10.EL.3	Use ending punctuation, correct internal punctuation (commas, ellipses, colons, semicolons, parentheses), apostrophes for contractions and possessives, and correct punctuation for quotations (quotation marks, ellipses, brackets).
		10.EL.4	Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
	22.8	9.EL.6	Identify and use functional sentence structure. <ul style="list-style-type: none"> • Make effective use of parallel structure. • Place modifiers properly. • Avoid run-on sentences, comma splices, and sentence fragments. • Use different types of clauses and phrases, including adverb and adjective clauses. • Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
			22.9

