

Grade 10 Access Points

Communication

1 Communicating Through Writing

- 2 Write a narrative using an appropriate pace to create tension, mood and/or tone. [ELA.10.C.1.AP.2](#)
 - 3 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. [ELA.10.C.1.AP.3](#)
 - 4 Explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task. [ELA.10.C.1.AP.4](#)
 - 5 Improve writing when given feedback from an adult, a peer and/or an online editing tool, revising to address the needs of a specific audience. [ELA.10.C.1.AP.5](#)
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2 Communicating Orally

- 1 Present information, with a logical organization and coherent focus, with credible evidence, creating a clear perspective, using the student's mode of communication with guidance and support. [ELA.10.C.2.AP.1](#)
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3 Following Conventions

- 1 Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade-level content. [ELA.10.C.3.AP.1](#)
 - a Practice usage of rules to create flow in writing and/or presenting. [ELA.10.C.3.AP.1.A](#)
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4 Researching

- 1a Conduct research to answer a question, drawing on multiple reliable and valid sources. [ELA.10.C.4.AP.1A](#)
 - 1b Summarize information from multiple reliable and valid sources. [ELA.10.C.4.AP.1B](#)
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5 Creating and Collaborating

- 1 Integrate a detail into digital presentation to improve understanding of findings, reasoning and evidence. [ELA.10.C.5.AP.1](#)
 - 2 Use an online platform to create and share publication-ready quality writing tailored to a specific audience, integrating multimedia elements. [ELA.10.C.5.AP.2](#)
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Reading

1 Reading Prose and Poetry

- 1 Explain how key elements increase understanding of literary text and/or style. [ELA.10.R.1.AP.1](#)
 - 2 Compare how universal themes and their development are used throughout a literary text. [ELA.10.R.1.AP.2](#)
 - 3a Identify how the author represents conflicting perspectives. [ELA.10.R.1.AP.3A](#)
 - 3b Explain the coming-of-age experiences reflected in a text. [ELA.10.R.1.AP.3B](#)
 - 4 Explain how authors create multiple layers of meaning and/or ambiguity in a poem. [ELA.10.R.1.AP.4](#)
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2 Reading Informational Text

- 1 Describe the impact of multiple text structures. [ELA.10.R.2.AP.1](#)
 - 2 Explain the central idea(s) of historical American speeches and essays. [ELA.10.R.2.AP.2](#)
 - 3 Explain the authors choices in establishing and achieving purpose(s) in historical American speeches and essays. [ELA.10.R.2.AP.3](#)
 - 4a Compare the development of two opposing arguments on the same topic evaluating the effectiveness and validity of the claims. [ELA.10.R.2.AP.4A](#)
 - 4b Compare how the authors use the same information to achieve different arguments. [ELA.10.R.2.AP.4B](#)
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3 Reading Across Genres

- 1 Explain how figurative language creates mood in text(s). [ELA.10.R.3.AP.1](#)
 - 2 Summarize information from grade-level texts, at the student's ability level using the student's mode of communication. [ELA.10.R.3.AP.2](#)
 - 3 Describe how mythical, classical or religious texts have been adapted. [ELA.10.R.3.AP.3](#)
 - 4 Summarize an authors use of rhetoric in a text. [ELA.10.R.3.AP.4](#)
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Vocabulary

1 Finding Meaning

- 1 Use grade-level content vocabulary in communication, using the students mode of communication. [ELA.10.V.1.AP.1](#)
- 2 Using etymology and derivations, identify the meaning of a word from a phrase in grade-level content at the student's ability level. [ELA.10.V.1.AP.2](#)
- 3 Use context clues, figurative language, word relationships, reference materials and/or background knowledge to identify the connotative and denotative meaning of a word and/or phrase, appropriate to grade-level content at the student's ability level. [ELA.10.V.1.AP.3](#)