

AHSAA Homeschool Student Eligibility Exams English Language Arts – Grade 10		
Standard Reference	Standard Text	Percentage of Test Items
RL.10	Reading: Literature	50%
	Key Ideas and Details	
RL.10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.9-10.1]	
RL.10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. [RL.9-10.2]	
RL.10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. [RL.9-10.3]	
	Craft and Structure	
RL.10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). [RL.9-10.4]	
RL.10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. [RL.9-10.5]	
RL.10.6	Analyze a particular point of view or cultural experience reflected in a work of early American literature to 1900, drawing on a wide reading of American literature. [RL.9-10.6]	
	Integration of Knowledge and Ideas	
RL.10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>). [RL.9-10.7]	
RL.10.8	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how early American authors draw upon the Bible for religious themes and issues). [RL.9-10.9]	

Standard Reference	Standard Text	Percentage of Test Items
RI.10	Reading: Informational Text	25%
	Key Ideas and Details	
RI.10.10	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.9-10.1]	
RI.10.11	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. [RI.9-10.2]	
RI.10.12	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. [RI.9-10.3]	
	Craft and Structure	
RI.10.13	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). [RI.9-10.4]	
RI.10.14	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). [RI.9-10.5]	
RI.10.15	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. [RI.9-10.6]	
	Integration of Knowledge and Ideas	
RI.10.16	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. [RI.9-10.7]	
RI.10.17	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. [RI.9-10.8]	
RI.10.18	Analyze seminal United States documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address), including how they address related themes and concepts. [RI.9-10.9]	
RI.10.19	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational United States documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. [RI.11-12.9]	

Standard Reference	Standard Text	Percentage of Test Items
L.10	Language skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).	25%
Conventions of Standard English		
L.10.37	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.9-10.1]	
L.10.37.a	Use parallel structure.* [L.9-10.1a]	
L.10.37.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. [L.9-10.1b]	
L.10.37.c	Apply rules of subject-verb agreement when the subject is compound in form but singular in meaning and when the subject is plural in form but singular in meaning.	
L.10.38	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.9-10.2]	
L.10.38.a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. [L.9-10.2a]	
L.10.38.b	Use a colon to introduce a list or quotation. [L.9-10.2b]	
L.10.38.c	Spell correctly. [L.9-10.2c]	
Knowledge of Language		
L.10.39	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. [L.9-10.3]	
L.10.39.a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., Modern Language Association's <i>MLA Handbook for Writers of Research Papers</i> , American Psychological Association's <i>Publication Manual of the American Psychological Association</i>) appropriate for the discipline and writing type. [L.9-10.3a]	
Vocabulary Acquisition and Use		
L.10.40	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 10 reading and content</i> , choosing flexibly from a range of strategies. [L.9-10.4]	
L.10.40.a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.9-10.4a]	
L.10.40.b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). [L.9-10.4b]	

Standard Reference	Standard Text	Percentage of Test Items
L.10.40.c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. [L.9-10.4c]	
L.10.40.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.9-10.4d]	
L.10.41	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.9-10.5]	
L.10.41.a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. [L.9-10.5a]	
L.10.41.b	Analyze nuances in the meaning of words with similar denotations. [L.9-10.5b]	
L.10.42	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.9-10.6]	