

10th Grade Reading

Goal	ISAT%	Objective Description (with content limits)	Vocabulary Words
Standard 1: Writing Process			
1.2: Acquire concepts about text	15-25%	<p>10.LA.1.2.1 Analyze the structure and format of various informational documents. (752.05.c)</p> <p>CL: D Content Limit: Reading level will be on grade level. Text passages will include a main idea and relevant details or facts. Text passages may include, but are not limited to, essays, editorials, and articles with graphics.</p>	<p>organizational structures electronic sources technology text features root words prefixes and suffixes abbreviations context clues connotative meaning denotative meaning antonym synonym multiple meaning words graphics</p>
1.8: Vocabulary and Concept Attainment		<p>10.LA.1.8.1 Apply knowledge of roots and word parts to draw inferences about new words. (752.01.a)</p> <p>CL: D Content Limit: Vocabulary items require a base word or root word and may include a prefix and/or suffix to determine meaning (i.e., context clues may provide support, but not the sole basis for the item).</p>	
1.8: Vocabulary and Concept Attainment		<p>10.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar words. (752.01.a)</p> <p>CL: D Content Limit: Passages may be literary or expository text. Reading level will be on grade level. Vocabulary items require context clues from a passage to determine word meanings (i.e., word structure may provide support, but not the sole basis for the item). Sufficient context must be present to enable students to infer the meaning of the word or phrase. Item may require the identification of synonyms, antonyms, analogies, and multiple meaning words.</p>	
Standard 2: Comprehension/Interpretation			
2.1: Acquire Strategies and Skills for Comprehending Text		<p>10.LA.2.1.1 Synthesize the content from several sources on a single issue; compare and contrast ideas to demonstrate comprehension. (752.02.c)</p> <p>CL: D Content Limit: Reading level will be on grade level. Passages may be literary text or informational text. Items should be based on two or three passages related in theme or topic or one passage containing elements that can be compared and contrasted. Elements that can be compared or contrasted may include, but should not be limited to, character or subject, author's purpose, setting, tone, main idea or topic, critical or relevant details, organizational structure, style, draw conclusion, making inference, or author's point of view. Elements listed above may be addressed within a single text.</p>	<p>fact opinion cause and effect compare and contrast inference conclusion evidence argument validity text structure (narrative, informational – expository and procedural) annotations diagrams charts critique</p>
2.2: Acquire Skills to Comprehend Expository Text		<p>10.LA.2.2.1 Critique the logic of informational texts by examining the sequence of information and procedures. (752.05.a)</p> <p>CL: E Content Limit: Reading level will be on grade level. Passages must be informational text. Items may include, but are not limited to charts, illustrations, maps, tables, or other primary sources. Methods of development may include, but are not limited to, chronological order, comparison and contrast, cause and effect, and order of importance.</p>	

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2.2: Acquire Skills to Comprehend Expository Text	75-85%	10.LA.2.2.2 Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites). (752.02.a; 752.03.b) CL: C Content Limit: Reading level will be on grade level. Item will require conclusions to be drawn solely from the text given. Item may require students to define either purpose or audience, not both. Items refer only to types of texts specified.	sequence summarize interpret thesis details (supporting) poetry prose characterization setting mood plot elements conflict point of view (e.g., first person, third person limited and omniscient). theme author's style
2.2: Acquire Skills to Comprehend Expository Text		10.LA.2.2.3 Evaluate the comprehensiveness and validity of evidence in an author's argument. (752.03.a) CL: E Content Limit: Reading level will be on grade level. Passages for assessing this benchmark may include, but are not limited to, persuasive essays and editorials.	
2.3: Acquire Skills for Comprehending Literary Text		10.LA.2.3.2 Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy. (752.03.b) CL: D Content Limit: Reading level will be on grade level. Item will require conclusions to be drawn solely from the text given.	
2.3: Acquire Skills for Comprehending Literary Text		10.LA.2.3.3 Explain the author's point of view and interpret how it influences the text. CL: D Content Limit: Reading level will be on grade level. Item will require conclusions to be drawn solely from the text given.	
2.3: Acquire Skills for Comprehending Literary Text		10.LA.2.3.4 Compare works that express a universal theme and provide evidence to support the views expressed in each work. (752.02.a) CL: Content Limit: Comparing themes and/or identification of supporting evidence will be addressed with paired passages.	
2.3: Acquire Skills for Comprehending Literary Text		10.LA.2.3.5 Analyze ways in which authors use imagery, figures of speech, and the "sound" of language for effect. (752.02.a; 752.02.d) CL: D Content Limit: Reading level will be on grade level. Item will require conclusions to be drawn solely from the text given.	

- B: Memorize
- C: Perform procedures
- D: Demonstrate understanding
- E: Conjecture, generalize, prove
- F: Solve non-routine problems, make connections