

Idaho Content Standards with Limits- Language Arts

Grade 10

Standard 1: Reading Process

Analyze the structure and format of various informational documents.

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.

Apply knowledge of roots and word parts to draw inferences about new words.

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).

Use context analysis to determine the meanings of unfamiliar words.

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.

Standard 2: Comprehension/Interpretation

Synthesize the content from several sources on a single issue; compare and contrast ideas to demonstrate comprehension.

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.

Critique the logic of informational texts by examining the sequence of information and procedures.

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.

Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites).

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.

Evaluate the comprehensiveness and validity of evidence in an author's argument.

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.

Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy.

Content Limit: Reading level will be on grade level. Item will require conclusions to be drawn solely from the text given.

Explain the author's point of view and interpret how it influences the text.

Content Limit: Reading level will be on grade level. Item will require conclusions to be drawn solely from the text given.

Compare works that express a universal theme and provide evidence to support the views expressed in each work.

Content Limit: Comparing themes and/or identification of supporting evidence will be addressed with paired passages.

Analyze ways in which authors use imagery, figures of speech, and the "sound" of language for effect.

Content Limit: Reading level will be on grade level. Item will require conclusions to be drawn solely from the text given

Standard 3: Writing Process

Generate a main idea or thesis appropriate to a type of writing.

Content Limit: Items may include a specified purpose, audience, and writing outline. Item responses may include concise thesis statements.

Main idea

Writer's focus

Topic sentence

Thesis

Apply organizational strategies to plan writing.

Content Limit: Items may include a specified purpose, audience, and related information statements. Item responses may include logical organizational formats.

Organizational strategies:

Introductory paragraph

(with hook or lead)

Supporting details

Conclusion

Organizational structure:

Chronological order

Order of importance

Comparison and contrast

Spatial order

Classification and definition

Cause and effect

Match format to purpose and audience.

Content Limit: Items may require a specified purpose and audience. Item responses include formats specified in Standard 4, Grade 10.

[Note: Also includes grade- appropriate formats such as biography and autobiography]

Purpose

Format

Audience

Revise draft for meaning, clarity, and effective organization

Content Limit:

Sequence

Precise language

Formal/informal language

Consistent voice

Add relevant details and delete irrelevant or redundant information

Content Limit: Items may include a text block that could be clarified through editing. Item responses may include either details to add or details to delete.

- Adding relevant details
- Removing irrelevant details
- Eliminating redundant details

Use transitional words and phrases to clarify meaning and improve organization.

Content Limit: Items may include related statements. Item responses may include a group (1-3) of transitional words or phrases.

Use a variety of sentence structures to improve sentence fluency and enhance style.

Content Limit:

- Word placement
- Modifier placement
- Varying sentence beginnings, lengths, and patterns to improve the flow and to enhance meaning

Edit for correct punctuation, spelling, grammar, and usage errors.

Content Limit: Items may include one instance of incorrect punctuation, spelling, grammar, or usage. Item responses may include one correct response and three incorrect.

Standard 5: Writing Components

Apply correct and varied sentence types in writing.

Content Limit:

Examples:

- Sentence type recognition (declarative, interrogative, exclamatory, and imperative)
- Subject-verb agreement
- Complete/incomplete sentences [and run-ons]
- Combining sentences to correctly form complete simple, compound, complex, and compound-complex sentences

Edit for agreement, word usage, parallel structure, and fluency.

Content Limit:

Items may include complete sentences containing incorrect agreement, word usage, or sentence structure. Item responses may attempt to improve the fluency of the sentence by using rules governing agreement, usage, or structure as a tool to assist with editing. Items may mix the specified skills.

Demonstrate in writing the correct use of conventions emphasizing pronoun/antecedent agreement, subject/verb agreement, adjective/adverb usage, verb tense, verbals, appositives, compound-complex sentences, clauses, and parallel structure.

Content Limit: Items may require complete sentences containing incorrect use of conventions. Skills assessed in previous grades are included.

Examples:

- Past, present, future verb forms, including irregular verbs
- Personal pronouns

Demonstrate in writing the correct use of punctuation and capitalization.

Content Limit:

Items may require complete sentences containing incorrect use of punctuation and capitalization. Item responses may improve the fluency of the sentence by using rules of punctuation and capitalization as a tool to assist with editing.

[Note: Book titles, names of ships, etc., are underlined in Grades 2-5 and placed in italics beginning at Grade 6.]

[Apostrophe used to create singular and plural possessives is included.]

[Hyphen is included.]

[Punctuation of titles, works of art, ships, etc., is included.]

Skills assessed in previous grades are included.

Examples:

Previous commas: words/phrases in a series, dates and addresses, friendly and business letter conventions, direct address, appositives, introductory elements, punctuation of compound, complex, and compound-complex sentences

Quotation marks and commas to punctuate dialogue

Colons