

Mastering FCAT:
Reading – Grade 10

correlated to

The Louisiana English Language Arts Framework

Standard One: Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

Benchmarks 9-12: As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes:

Benchmark	<u>Mastering FCAT:</u> <u>Reading – Grade 10</u>
ELA-1-H1 using knowledge of word meaning and extending basic and technical vocabulary, employing a variety of strategies (e.g., context clues, affixes, etymology, dictionary, thesaurus); (1, 4)	pp. 4, 12, 16, 25, 31 – 42, 46, 49, 54, 55, 66, 92, 143, 149, 204, 230.
ELA-1-H2 analyzing the effects of complex literary devices (e.g., figurative language, flashback, foreshadowing, dialogue, irony) and complex elements (e.g., setting, plot, character, theme, mood, style) on a selection; (1, 2, 4)	pp. 15, 80, 197 – 217.
ELA-1-H3 reading, comprehending, and responding to extended, complex written, spoken, and visual texts; (1, 2, 3, 4)	
ELA-1-H4 interpreting complex texts with supportive explanations to generate connections to real-life situations and other texts (e.g., business, technical, scientific);(1, 2, 4, 5)	pp. 1 – 13, 19, 22 – 25, 32, 44 – 52, 111 – 118, 123 – 129, 135 – 137, 143 – 145, 161 – 163, 193 – 196, 273 – 277.
ELA-1-H5 using the various purposes for reading (e.g., enjoying, learning, researching, problem solving) to complete complex projects. (1, 2, 4)	pp. 119 – 156.

*This number set (within the parenthesis following each benchmark) corresponds to these Foundation Skills: 1 – Communications; 2- Problem Solving; 3 – Resources Access and Utilization; 4 – Linking and Generating Knowledge; 5 – Citizenship.

Standard Two: Students write competently for a variety of purposes and audiences.

Benchmarks 9-12: As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes:

Benchmark	<u>Mastering FCAT: Reading – Grade 10</u>
<p>ELA-2-H1 writing a composition of complexity that clearly implies a central idea with supporting details in a logical, sequential order; (1, 4)</p>	<p>pp. 6, 11, 13, 15, 19, 21, 24, 25, 28, 40, 41, 43, 46 – 47, 50 – 52, 55, 57, 63, 67, 71, 72, 75 – 98, 105, 110, 113, 117, 118, 124, 128, 129, 133, 134, 137, 138, 145, 150, 154, 155, 156, 162, 167, 168, 171, 172, 176, 182, 187, 188, 191, 192, 195, 196, 203, 204, 207 – 209, 212, 213, 216, 217, 225, 229, 230, 234, 236, 239, 244, 245, 253, 254, 259, 261, 264, 265, 267.</p>
<p>ELA-2-H2 using language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing complex compositions; (1, 2, 4)</p>	<p>pp. 6, 15, 19, 99 – 103, 105, 116, 132, 133, 421.</p>
<p>ELA-2-H3 applying the steps of the writing process, emphasizing revising and editing in final drafts; (1, 4)</p>	
<p>ELA-2-H4 using narration, description, exposition, and persuasion to develop various modes of writing (e.g., notes, stories, poems, letters, essays, editorials, critical analyses, logs); (1, 4)</p>	<p>pp. 38, 80, 81, 99 – 118, 197 – 217, 221 – 230, 273 – 277,</p>

<p>ELA-2-H5 recognizing and applying literary devices (e.g., figurative language, symbolism, dialogue) and various stylistic elements (e.g., diction, sentence structure, voice, tone); (1, 4)</p>	
<p>ELA-2-H6 writing as a response to texts and life experiences (e.g., technical writing, resumes). (1, 2, 4, 5)</p>	<p>pp. 5, 6, 11, 13, 15, 19, 21, 24, 25, 43, 46, 47, 50 – 52, 55, 57, 63, 67, 72, 75, 76, 85, 88, 89, 97, 98, 109, 110, 117, 118, 124, 128, 129, 133, 134, 137, 138, 150, 154, 155, 156, 167, 168, 171, 172, 175, 176, 182, 187, 187, 195, 196, 201 – 205, 212, 213, 216 – 217, 229, 230, 234, 236, 238, 244, 245, 253 – 254, 259 – 261, 264, 265, 267, 270 – 271, 276 – 277.</p>

Standard Three: Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.

Benchmarks 9-12: As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes:

Benchmark	<u>Mastering FCAT: Reading – Grade 10</u>
ELA-3-M1 writing legibly; (1, 4)	Throughout the review guide.
ELA-3-H2 using the grammatical and mechanical conventions of standard English; (1, 4, 5)	pp. 5, 6, 11, 13, 15, 19, 21, 24, 25, 43, 46, 47, 50 – 52, 57, 63, 67, 75, 76, 88, 89, 97, 98, 109, 110, 117, 118, 124, 128, 129, 137, 138, 150, 154 – 156, 167, 168, 171, 172, 175, 176, 182, 187, 188, 195, 196, 201 – 209, 212, 213, 216, 217, 229, 230, 236, 238, 244, 245, 253, 254, 259, 261, 264, 265, 267.
ELA-3-H3 spelling accurately using strategies and resources (e.g., glossary, dictionary, thesaurus, spell check) when necessary. (1, 3, 4)	pp. 5, 6, 11, 13, 15, 19, 21, 24, 25, 43, 46, 47, 50 – 52, 57, 63, 67, 75, 76, 88, 89, 97, 98, 109, 110, 117, 118, 124, 128, 129, 137, 138, 150, 154 – 156, 167, 168, 171, 172, 175, 176, 182, 187, 188, 195, 196, 201 – 209, 212, 213, 216, 217, 229, 230, 236, 238, 244, 245, 253, 254, 259, 261, 264, 265, 267.

Standard Four: Students demonstrate competence in speaking and listening as tools for learning and communicating.

Benchmarks 9-12: As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes:

Benchmark	<u>Mastering FCAT: Reading – Grade 10</u>
ELA-4-H1 speaking intelligibly, using standard English pronunciation and diction; (1, 4)	
ELA-4-H2 giving and following directions/procedures; (1, 4)	Throughout the review guide.
ELA-4-H3 using the features of speaking (e.g., audience analysis, message construction, delivery, interpretation of feedback) when giving prepared and impromptu presentations; (1, 2, 4)	
ELA-4-H4 speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving); (1, 2, 4, 5)	
ELA-4-H5 listening and responding to a wide variety of media (e.g., music, TV, film, speech, CD-ROM); (1, 3, 4)	
ELA-4-H6 participating in a variety of roles in group discussion (e.g., active listener, contributor, discussion leader, facilitator, recorder, mediator). (1, 4, 5)	

Standard Five: Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

Benchmarks 9-12: As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes:

Benchmark	<u>Mastering FCAT: Reading – Grade 10</u>
<p>ELA-5-H1 recognizing and using organizational features of printed text, other media, and electronic information (e.g., parts of a text, citations, endnotes, bibliographic references, microprint, laser discs, hypertext, CD-ROM, keyword searches, bulletin boards, e-mail); (1, 3, 4)</p>	<p>pp. 63, 83, 121, 142.</p>
<p>ELA-5-H2 locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials); (1, 3, 4, 5)</p>	<p>pp. 119 – 156.</p>
<p>ELA-5-H3 accessing information and conducting research using graphic organizers, outlining, note taking, summarizing, interviewing, and surveying to produce documented texts and graphics; (1, 2, 3, 4)</p>	<p>pp. 40 – 41, 84, 86, 104, 144, 162, 167, 168, 171, 205.</p>
<p>ELA-5-H4 using available technology to produce, revise, and publish a variety of works; (1, 3, 4,)</p>	

<p>ELA-5-H5 citing references using various formats (e.g., parenthetical citations, endnotes, bibliography); (1, 4)</p>	
<p>ELA-5-H6 interpreting graphic organizers (e.g., charts/graphs, tables/schedules, diagrams/maps, organizational charts/flowcharts). (1, 2, 3, 4, 5)</p>	<p>pp. 10, 11, 25, 40 – 41, 48, 49, 51, 60 – 63, 74, 80, 84, 86, 87, 104, 123, 124, 136, 142, 143, 160, 161, 165, 166, 170, 181, 200 – 201, 204, 205, 242 – 245, 268 – 272.</p>

Standard Six: Students read, analyze, and respond to literature as a record of life experiences.

Benchmarks 9-12: As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes:

Benchmark	<u>Mastering FCAT:</u> <u>Reading – Grade 10</u>
ELA-6-H1 identifying, analyzing, and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups; (1, 2, 4, 5)	pp. 65, 74, 87, 102, 104, 108, 206 – 209, 221 – 225, 231 – 239, 262 – 267.
ELA-6-H2 analyzing distinctive elements (e.g., recurrent themes, historical significance, literary techniques) of ancient, American, British, and world literature; (1, 2, 4, 5)	pp. 104 – 105, 107, 108, 135 – 136, 184 – 187, 206 – 109, 221 – 225, 231 – 236, 249 – 253.
ELA-6-H3 identifying, analyzing, and responding to a variety of classic and contemporary literature from many genres (e.g., folktales, legends, myths, poetry, fiction, biography, autobiography, nonfiction, novels, drama, epic); (1, 2, 4, 5)	pp. 27, 28, 104, 206 – 209, 262 – 267.
ELA-6-H4 analyzing various genres as records of life experiences. (1, 2, 4, 5)	pp. 26 – 28, 73, 102, 104, 151 – 153, 206 – 209, 237 – 239, 262 – 267.

Standard Seven: Students apply reasoning and problem solving skills to their reading, writing, speaking, listening, viewing, and visually representing.

Benchmarks 9-12: As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes:

Benchmark	<u>Mastering FCAT: Reading – Grade 10</u>
ELA-7-H1 using comprehension strategies (e.g., predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas, summarizing, recognizing literary devices, paraphrasing) in contexts; (1, 2, 4)	pp. 32, 40, 41, 43, 45, 123, 143, 57 – 79, 80 – 82, 84, 86, 98, 104, 117, 144, 157 – 176, 181, 204.
ELA-7-H2 problem solving by analyzing, prioritizing, categorizing, and evaluating; incorporating life experiences; and using available information; (1, 2, 4, 5)	pp. 61, 99 – 176.
ELA-7-H3 analyzing the effects of an author’s life, culture, and philosophical assumptions and an author’s purpose and point of view; (1, 2, 4, 5)	pp. 6, 99 – 118.
ELA-7-H4 distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations across texts. (1, 2, 4, 5)	pp. 38, 80, 81, 143, 144, 177 – 183, 89 – 192, 193 – 196, 255 – 261, 273 – 277.