Directions for use: Identify specific citations for each objective to indicate when the standard is:
- Introduced (Beginning of instruction).
- The focus of instruction where it will be practiced, emphasized, and assessed.
- Reinforced and developed in multiple context domains.

Secondary Language Arts: Grade 10

Literature

1. Recognizes the author's intended purpose in writing a piece of literature and expresses it in terms of what the author wants the reader to understand.

Objective	Begin (standard introduced) Citation(s) [TE title (e.g., book #), page #, title of lesson/section, additional materials needed]	Focus (standard is practiced/ emphasized and assessed) Citation(s) [TE title (e.g., book #), page #, title of lesson/section, additional materials needed]	Reinforce and develop in multiple context domains. Citation(s) [TE title (e.g., book #), page #, title of lesson/section, additional materials needed]
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.**	T.E. "In the S. of M" p.84: Extend the Discussion Detemine Author's Purpose …	T.E. MLK's Legacy/A Y.B.S. p.194 Extend the discussion: Determine Author's Purpose T.E. "The Storyteller" p.219 Reading Focus: Identify Writer's Purpose R.F.?s A,C,F,G T.E. "Islam in U.S." p.287: Informational Text Focus R.F.?s A,B,C,D T.E. "W.R.E.O.B." p.295 R.F.?s A,B,C,D	T.E. "Islam inUS" p.287 Unit 1 Resources p. 18 G.O.: Identify Audience T.E. "W.R.E.O.B." p.295 Unit 1 Resources p. 123 G.O.: Find Author's Purpose
10.LA.2.3.3 Explain the author's point of view* and interpret how it influences the text. *Perspective CL: D Content Limit: Reading level will be on grade level. Item will require conclusions to be drawn solely from the text given.	T.E. "The Storyteller" p.219 Reading Focus: Writer's Purpose	T.E. "The Storyteller" p.219 Unit 1 Resources p.88: G.O. Writer's Purpose R.F.?s A,C,F,G	

10.LA.2.3.6 Compare and contrast authors' styles on the basis of such elements as word choice and sentence syntax. (752.01.g)	…		
CL: Content Limit: Assessed in the classroom, not on the ISAT.			

Literature

2. Describes elements of fiction related to specific literary pieces:
   - ○ character development
   - ○ plot → P.17 "C.of the D.M.P." structure L.F.?s B,G,H,J,K,M,N,
   - ○ setting → P.33 "C of the D.M.P." ?#10 compare the 2 settings; p.47 "The Trip" L.F.?A,C,E
   - ○ theme → p.33 "C of the D.M.P." ?#6 intro theme
   - ○ point of view → p.243 "E.O. #19" 3rd person-limited ?s #B,C,F,G,I,K,L,P

Grade Level Expectation (GLE) with Evidence of Learning.	**Begin** (standard introduced) **Citation(s)** [TE title (e.g., book #), page #, title of lesson/section, additional materials needed]	**Focus** (standard is practiced/ emphasized and assessed) **Citation(s)** [TE title (e.g., book #), page #, title of lesson/section, additional materials needed]	**Reinforce and develop in multiple context domains.** **Citation(s)** [TE title (e.g., book #), page #, title of lesson/section, additional materials needed]
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.	T.E. "Everyday Use" p.115: Literary Focus Character Traits	T.E. "EverydayUse" p.117 L.F.?s A,C,F,H,K,L.N, O p.120 Guided Practice Character Traits T.E. "Two Kinds" p.148 Model & Apply R.F. ? F,G,H	

10.LA.2.3.4 Compare works that express a ==universal theme== and provide <u>evidence to support the views</u>==*== expressed in each work. (752.02.a) CL: **Content Limit: Comparing themes and/or identification of supporting evidence will be addressed with paired passages.** ==*==Point of View			

Literature

3. Identifies the turning point and justify the identification with information from the piece.

Grade Level Expectation (GLE) with Evidence of Learning.	Begin (standard introduced) **Citation(s)** [TE title (e.g., book #), page #, title of lesson/section, additional materials needed]	Focus (standard is practiced/ emphasized and assessed) **Citation(s)** [TE title (e.g., book #), page #, title of lesson/section, additional materials needed]	Reinforce and develop in multiple context domains. **Citation(s)** [TE title (e.g., book #), page #, title of lesson/section, additional materials needed]
	T.E. "C. of the D.M.P." p.16, Structural elements of plot	T.E. "C. of the D.M.P." p.31 ?L	

Literature			

4. Differentiates among genres:

- fiction (short story, novel)
- non-fiction (auto-biography, essay)
- poetry
- drama
- Identifies elements of tragedy (tragic hero and tragic flaw)

Grade Level Expectation (GLE) with Evidence of Learning.	Begin (standard introduced) Citation(s) [TE title (e.g., book #), page #, title of lesson/section, additional materials needed]	Focus (standard is practiced/ emphasized and assessed) Citation(s) [TE title (e.g., book #), page #, title of lesson/section, additional materials needed]	Reinforce and develop in multiple context domains. Citation(s) [TE title (e.g., book #), page #, title of lesson/section, additional materials needed]
10.LA.1.2.1 Analyze the structure and format of various informational documents. (752.05.c) 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.** Argument & Persuasion			
10.LA.1.2.2 Identify the text characteristics of different genres of literature. (752.02.a) CL: Content Limit: Assessed in the classroom, not on the ISAT.	T.E. "C of the D.M.P." p.17 intro. Elements of short story of fiction		

10.LA.2.3.1 Read and respond to literature from a variety of genres. **CL:** **Content Limit: Assessed in the classroom, not on the ISAT.**			

Literature			

5. Identifies figurative language in literature:

- ○ simile

- ○ metaphor

- ○ personification

- ○ imagery

Grade Level Expectation (GLE) with Evidence of Learning.	**Begin** (standard introduced) **Citation(s)** [TE title (e.g., book #), page #, title of lesson/section, additional materials needed]	**Focus** (standard is practiced/ emphasized and assessed) **Citation(s)** [TE title (e.g., book #), page #, title of lesson/section, additional materials needed]	**Reinforce and develop in multiple context domains.** **Citation(s)** [TE title (e.g., book #), page #, title of lesson/section, additional materials needed]
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.	T.E. "C. of the D.M.P." p.17, Think as a Reader/Writer	T.E. "A V.O.M.W.E.W." p.353 Reading Focus: Figurative Language T.E. "Typhoid Fever" p.483 Literary Focus Style, Tone, Diction & Voice L.F.?s A,	

Reading

6. Uses mental strategies to comprehend text:

   ○ develop visual and other sensory images from text during and after reading

   ○ draw inferences from text

   ○ synthesize texts after reading

   ○ uses context clues, synonyms, and antonyms to learn new vocabulary

Grade Level Expectation (GLE) with Evidence of Learning.	**Begin** (standard introduced) **Citation(s)** [TE title (e.g., book #), page #, title of lesson/section, additional materials needed]	**Focus** (standard is practiced/ emphasized and assessed) **Citation(s)** [TE title (e.g., book #), page #, title of lesson/section, additional materials needed]	**Reinforce and develop in multiple context domains.** **Citation(s)** [TE title (e.g., book #), page #, title of lesson/section, additional materials needed]
10.LA.1.8.1 Apply knowledge of roots and word parts to draw inferences about new words. (752.01.a) 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).	T.E. "C. of the D.M.P." p.17, Vocabulary	T.E. "C. of the D.M.P." p.17 Language Coach Prefix – inference meaning of word T.E. "E.O. #19" p.243 Language Coach	T.E. "C. of the D.M.P." p.34 Vocab Development p Prefix "The Trip" p.58 Vocab Develop. Etymologies "E.O. #19" p.258 Vocab Develop. Suffixes T.E. "T. the Tunnel" p.330 Guided Practice: Prefixes

10.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar words. (752.01.a) 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.		T.E. "C.of the D.M.P." p.17: Unit 1 Resources p.8 Vocab Development T.E. "The Trip" p.47 Unit 1 Resources p.20 Vocab Development T.E. "Everyday Use" p.115: Unit 1 Resources p.45 Vocab Development T.E. "Two Kinds" p.141: Unit 1 resources, p.57 Vocab Development T.E. "MLK's Legacy/A Young Boy's Stand" Unit 1 Resources p.75 Vocab Development T.E. "The Storyteller" p.221 Unit 1 Resources p.89 Vocab Develop. T.E. "Islam in US" p.281: Unit 1 Resources p.119 Vocab Development T.E. "W.R.E.O.B." p.295 Unit 1 Resources p.124 Vocabulary Development T.E. "T. the Tunnel" p.323: Unit 1 Resources p.137 T.E. "A.V.O.M.W.E.W." p.353 Unit 1 p.149 Vocabulary Development T.E. RMS p.397 Unit 1 p.167 Vocabulary Development T.E. "Typhoid Fever p.483 Unit 1	T.E. "Everyday Use" p.126 Vocab Develop. Clarifying word meanings T.E. "The Storyteller" p.228 Vocab Develop. Context Clues T.E. "T. the Tunnel" p.329 Word Attach Skills Mini lesson T.E. "A.V.O.M.W.E.W." p.364 Vocab Develop. Suffix
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) 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.**	T.E." MLK's Legacy/A Young Boy's Stand" p.189 Informational Text Focus: Synthesize & draw conclusions	T.E. "MLK's Legacy/A Young Boy's Stand" p.189 Unit 1 Resources p.74 G.O. Main Ideas and Conclusions T.E. "RMS A Fireman's Story, From a Lifeboat" p.410 Compare and Contrast	

10.LA.2.1.2 Apply reading strategies to self monitor for comprehension. CL: Content Limit: Assessed in the classroom, not on the ISAT.	T.E. "The Trip" p.47 Reading Focus p.31 Main Idea & Supporting Details Chart p.85 Writing Focus: Create an outline	T.E. "The Trip" p.47: Unit 1 Resources p.19 G.O. (Setting, Descrip lan, mood) RF?s B,D p.50 Guided Practice (Direct Teaching) "EverydayUse" p.115: Unit 1 Resources p. 44 G.O. Make Inferences about characters R.F.? B,D,E,G,I,J,M	T.E. "Two Kinds" p.141 Reading Focus Unit 1 Resources p.56 G.O. Inferences on Character Motivation T.E. "T. the Tunnel" p.323 Reading Focus Unit 1 Resources p.136 G.O. Visualizing T.E. "A.V.O.M.W.E.W." p.353 Reading Focus Unit 1 Resources p.248 G.O. Visualizing
10.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams. CL: Content Limit: Assessed in the classroom, not on the ISAT.	T.E. "In the S. of M." p.79:Unit 1 resources p.31 Main Idea & Supporting Details Chart p.85 Writing Focus: Create an Outline	T.E. T. the Tunnel p.326: Guided Practice Monitor Reading R.F. ?s B,D,E,G,L,M	
		"Everyday Use" p.122: Guided Practice Inferences p.118 Model & Apply	

Composition			
7. Writes with a variety of sentence types.			
Grade Level Expectation (GLE) with Evidence of Learning.	**Begin** (standard introduced) **Citation(s)** [TE title (e.g., book #), page #, title of lesson/section, additional materials needed]	**Focus** (standard is practiced/ emphasized and assessed) **Citation(s)** [TE title (e.g., book #), page #, title of lesson/section, additional materials needed]	**Reinforce and develop in multiple context domains.** **Citation(s)** [TE title (e.g., book #), page #, title of lesson/section, additional materials needed]

10.LA.3.3.4 Use a <mark>variety of sentence structures</mark> to improve sentence fluency and enhance style. (753.02.b) CL: Content Limit: Word placement Modifier placement Varying sentence beginnings, lengths, and patterns to improve the flow and to enhance meaning			

Composition

8. Writes well organized and well developed paragraphs:
   - topic sentence
   - supporting details
   - internal transitions and context clues
   - concluding sentence or transition sentence

Grade Level Expectation (GLE) with Evidence of Learning.	Begin (standard introduced) Citation(s) [TE title (e.g., book #), page #, title of lesson/section, additional materials needed]	Focus (standard is practiced/ emphasized and assessed) Citation(s) [TE title (e.g., book #), page #, title of lesson/section, additional materials needed]	Reinforce and develop in multiple context domains. Citation(s) [TE title (e.g., book #), page #, title of lesson/section, additional materials needed]
10.LA.3.2.2 Sequence ideas in a cohesive, meaningful order. (752.02.b) CL: **Content Limit: Assessed in the classroom, not on the ISAT.**	T.E. "The Storyteller" p.227 Writing Focus Write a ¶ T.E. "A.V.O.M.W.E.W." p.365 Choices: Connect Write a letter using detailes in order		
10.LA.3.3.2 Add relevant details and delete irrelevant or redundant information. (753.02.b) CL: E 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**	T.E. "A.V.O.M.W.E.W." p.363: Writing Focus Addironic details p.365 Choices:Connect Write a letter using details T.E> RMS p.406 Guided Practice		

10.LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization. (753.01.c; 753.02.b) CL: D Content Limit: **Items may include related statements. Item responses may include a group (1-3) of transitional words or phrases.**			

Composition

9. Writes a multi-paragraph essay (expository, literary analysis, persuasive) which includes:

- a clear thesis statement

- an introduction, body, conclusion

- well organized paragraph with supporting details

- voice, clarity, style

Grade Level Expectation (GLE) with Evidence of Learning.	**Begin** (standard introduced) **Citation(s)** [TE title (e.g., book #), page #, title of lesson/section, additional materials needed]	**Focus** (standard is practiced/ emphasized and assessed) **Citation(s)** [TE title (e.g., book #), page #, title of lesson/section, additional materials needed]	**Reinforce and develop in multiple context domains.** **Citation(s)** [TE title (e.g., book #), page #, title of lesson/section, additional materials needed]

10.LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing. (753.02.b) CL: C 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			
10.LA.3.2.2 Sequence ideas in a cohesive, meaningful order. (752.02.b) CL: Content Limit: Assessed in the classroom, not on the ISAT.			
10.LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing. (753.02.b) CL: C 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			

10.LA.3.1.4 Match format to purpose and audience. (753.01.c; 753.03.b) CL: C 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			
10.LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs. (753.03.a) CL: Content Limit: Assessed in the classroom, not on the ISAT.			
10.LA.4.2.2 Write a research report that includes a thesis, provides relevant support, and documents sources. (753.05.b; 753.06.a) CL: **Content Limit: Assessed in the classroom, not on the ISAT.**			
10.LA.4.4.1 Write responses to literature that demonstrate an understanding of literary elements such as plot, theme, characterization, tone, style, foreshadowing, and figurative language. (753.04.a) CL: Content Limit: Assessed in the classroom, not on the ISAT.	T.E. "C.of the D.M.P." p.33 Writing Focus	T.E. "The Trip" p.57 Writing Focus	

10.LA.4.4.2 Write responses to literature that demonstrate an awareness and appreciation of a variety of authors' styles. (753.04.a; 753.04.b) CL: **Content Limit: Assessed in the classroom, not on the ISAT.**			

Research

10. Writes summaries and paraphrases of text from one and two sources.

Grade Level Expectation (GLE) with Evidence of Learning.	**Begin** (standard introduced)	**Focus** (standard is practiced/ emphasized and assessed)	**Reinforce and develop in multiple context domains.** **Citatin(s)**
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) 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.**	T.E. "MLK's Legacy/A Young Boy's Stand" p.189 Informational Text Focus: Synthesize & Draw Conclusions	T.E. "MLK's Legacy/A Y.B.S." p.195 Compare and Contrast discussion ?s	
10.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams. CL: Content Limit: Assessed in the classroom	T.E. "islam in US." P.287:Writing Focus notes on facts T.E. RMS p.397: Unit 1 p.166 G.O. Objective 2 Subjective I.F. ?s A,B,C,D,E,F,G,H,I,J,K,L		"J.D." p.944 Writing Focus p.894 Differentiating Instruction Paraphrasing

Content Limit: Assessed in the classroom, not on the ISAT.	T.E. "Two Kinds" p.148 Read-Talk-Write Summarize events	T.E. "RMS Titanic" p.413	

Research

11. Cites sources using correct documentation.

Grade Level Expectation (GLE) with Evidence of Learning.	**Begin** (standard introduced) **Citation(s)** [TE title (e.g., book #), page #, title of lesson/section, additional materials needed]	**Focus** (standard is practiced/ emphasized and assessed) **Citation(s)** [TE title (e.g., book #), page #, title of lesson/section, additional materials needed]	**Reinforce and develop in multiple context domains.** **Citation(s)** [TE title (e.g., book #), page #, title of lesson/section, additional materials needed]
10.LA.4.2.2 Write a research report that includes a thesis, provides relevant support, and documents sources. (753.05.b; 753.06.a) CL: Content Limit: Assessed in the classroom, not on the ISAT.			

Language

13. Differentiates between independent and dependent clauses.

Grade Level Expectation (GLE) with Evidence of Learning.	Begin (standard introduced)	Focus (standard is practiced/ emphasized and assessed)	Reinforce and develop in multiple context domains.
10.LA.5.3.1 Apply correct and varied sentence types in writing. (753.02.b) CL: Content Limit: [Notice: Subject-verb agreement shifts from 5.3.2 to 5.3.1 at Grade 5. Beginning with Grade 9, subject-verb agreement may be assessed in 5.3.1, but more likely will be included in 5.3.2 or 5.4.1.] Skills assessed in previous grades are included. Examples: Sentence type recognition (declarative, interrogative, exclamatory, and imperative) Subject-verb agreement Complete/incomplete sentences [and run-ons] Combing sentences to correctly form complete simple, compound, complex, and **compound-complex sentences**	T.E. "The Storyteller" p.229 Grammar Link Verbs before Subjects	T.E. "E.O.#19" p.259 Grammar Link subject/verb agreement T.E. "A.V.O.M.W.E.W." p.365 Grammar Link sentence length	T.E. "E.O.#19" p.259 Grammar Link Mini Lesson p.259 Differentiating Instruction: G.L.

| 10.LA.5.4.1 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. (753.02.a) CL: C 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** | T.E. "Two Kinds" p.155 Grammar Link: Main & Subordinate clauses T.E. "E.O.#19" p.243 Writing Focus repeated sentence structures (parallel structure) | T.E. "The Trip" p.54 Guide Practice <u>Tenses</u> (direct teaching) T.E. "T. the Tunnel" p.332: Differentiating Instruction: Parallel structure | |

Language

14. Differentiates between common and proper nouns and capitalizes appropriately

Grade Level Expectation (GLE) with Evidence of Learning.	**Begin** (standard introduced) **Citation(s)** [TE title (e.g., book #), page #, title of lesson/section, additional materials needed]	**Focus** (standard is practiced/ emphasized and assessed) **Citation(s)** [TE title (e.g., book #), page #, title of lesson/section, additional materials needed]	**Reinforce and develop in multiple context domains.** **Citation(s)** [TE title (e.g., book #), page #, title of lesson/section, additional materials needed]

10.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization. (753.02.a)
 	
CL: B
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
   Semicolons
   Parentheses
   End punctuation			

10.LA.3.4.1 Use editing marks to indicate errors in conventions. CL: Content Limit: Assessed in the classroom, not on the ISAT.			

10.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors. (753.02.a) CL: C Content Limit: Items may include one instance of incorrect punctuation, spelling, grammar, or usage. Item responses may include one correct response and three incorrect. Mixed grade-level editing skills (e.g., includes a mix of skills specified in 3.4.2, 5.3.1, 5.4.1, and 5.4.2) **Homophones and commonly confused words can be included.**			

Language

15. Effectively edits own writing for:
    - capitalization at the beginning of sentences
    - ending punctuation
    - complete sentences
    - use of commas in a series of three or more
    - use of comma with coordinating conjunctions
    - use of comma with words, phrases, or clauses that interrupt
    - for homonym usage, specifically for their/there/they're, to/too/two, and your/you're
    - for choosing the correct word for often confused pairs, specifically for its/it's, effect/affect, then/than

Grade Level Expectation (GLE) with Evidence of Learning.	**Begin** (standard introduced)	**Focus** (standard is practiced/ emphasized and assessed)	**Reinforce and develop in multiple context domains.**
10.LA.3.4.1 Use editing marks to indicate errors in conventions. CL: Content Limit: Assessed in the classroom, not on the ISAT.			
10.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors. (753.02.a) CL: C Content Limit: Items may include one instance of incorrect punctuation, spelling, grammar, or usage. Item responses may include one correct response and three incorrect. Mixed grade-level editing skills (e.g., includes a mix of skills specified in 3.4.2, 5.3.1, 5.4.1, and 5.4.2) **Homophones and commonly confused words can be included.**			

10.LA.5.4.1 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. (753.02.a) CL: C 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	T.E. "The Trip" p.59: Grammar Link Present Tense		

10.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization. (753.02.a)
CL: B
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
   Semicolons
   Parentheses
   End punctuation			