

10th GRADE READING ALTERNATE CONTENT STANDARDS

Goal 1: Students are able read at increasing levels of complexity for a variety of reasons.

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

General Education Standards	Alternate Content Standards
10.R.1.1 Connect main ideas to identify relationships with other sources and topics.	10.A.R.1.1 Generalize connections from text.

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

General Education Standards	Alternate Content Standards
10.R.2.1 Compare/contrast similar themes across genres to determine how the type of literature shapes the message.	10.A.R.2.1 Compare the same theme in several genres.
10.R.2.2 Analyze and identify the structures of literary genres and their functions within that category.	10.A.R.2.2 Recognize the structure of literary pieces.

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

General Education Standards	Alternate Content Standards
10.R.3.1 Understand differences between author's intent and reader's interpretation through various cultural and historical perspectives.	10.A.R.3.1 Interpret literature based on reader's background.

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

General Education Standards	Alternate Content Standards
10.R.4.1 Differentiate between fact, logic, and opinion in various texts.	10.A.R.4.1 Classify fact and opinion.

10.R.4.2 Analyze information for clarity, relevance, point of view, credibility, and supporting data.	10.A.R.4.2 Select informational text relevant to a reader's purpose.
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South Dakota 10th Grade Reading Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none"> • Generalize and explain connections from text. • Compare and contrast the same theme in several genres. • Describe the structure of literary pieces. • Interpret and explain literature based on reader's and author's background • Justify the classification between fact and opinion. • Explain what makes informational text relevant to a reader's purpose.
Applying	<ul style="list-style-type: none"> • Generalize connections from text. • Compare the same theme in several genres. • Recognize the structure of literary pieces. • Interpret literature based on reader's background. • Classify fact and opinion. • Select informational text relevant to a reader's purpose.
Developing	<ul style="list-style-type: none"> • Associate connections from text. • Identify the theme in several genres. • Name the parts of literary pieces. • Connect literature to reader's background. • State fact and opinion. • Utilize selected informational text relevant to a reader's purpose.
Introducing	<ul style="list-style-type: none"> • Generalize connections from text. • Identify and respond to a literary theme. • Explore the structure of literary pieces. • Recognize literature. • Define factual information. • Explore selected informational text relevant to a reader's purpose.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate knowledge and skills once in one setting with support.