



## Grade 10

# Reading and Viewing Achievement Standards

The following outlines **text study** over the Grade 10 year in English Language Arts (at least 30% should be Canadian content and include representation from New Brunswick). Additional reading and reading support is expected in all subject areas. These guidelines are for instructional texts; the multi-genre study may be used to guide exploration of the extended and shorter texts.

### **Extended Texts** Maximum of one from each category

- Book-length narrative
- Modern play or script or excerpts from a classic play or script

### **Shorter Text** Minimum of five from each category

- Short stories
- Poetic texts (e.g., lyrics, ballads, sonnets)
- Visuals and multimedia (e.g., documentaries, shorts, video clips, photographs, infographics)
- Essays and popular non-fiction (e.g., feature articles, reviews, interviews)

### **Multi-genre Study** Minimum of one multi-genre study

- Exploration of a theme or a question through a variety of texts (e.g., speeches, novels, articles, poems, short stories, photos, multi-media)

Students are required to explore a variety of genres in their **independent reading**. Recommendations for time committed to independent, engaged reading (i.e., not skimming) are as follows:

During ELA: 15-20% of class time (includes conferring, but not book club discussions)

Outside Instructional Time: Appropriate: 2 hours per week (15-20 minutes per day)  
Strong: at least 3 ½ hours per week (30 minutes per day)





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# Reading Strategies and Behaviours

By the end of Grade 10, students performing at **appropriate achievement** will demonstrate some stamina when reading challenging grade-level instructional texts; read at least two hours per week beyond instructional time; **independently use the strategies and behaviours listed below, with texts within the defined text complexity**; demonstrate awareness of the strategies they are using and set straightforward goals for improvement. Performance at **strong achievement** will include at least three and a half hours beyond instructional time; and demonstration of stamina when reading challenging texts with unfamiliar concepts or ideas.

**Make meaning:** set a purpose; reread; generate questions; make connections; analyze; synthesize and evaluate text; use close reading; identify evidence that supports main idea or thesis; organize information in notes, graphics or graphic organizers; use knowledge of format to anticipate where key themes will occur

**Solve words:** use a wide range of strategies and cues (e.g., root words/origins, background knowledge, and context cues); and use reference and assistive-technology tools to develop understanding of unknown or technical words

**Read with automaticity:** automatically read and understand most words in range of contexts (vocabulary from grade-level texts, subject terminology, oral language, connotative and figurative word meanings)

**Read with fluency:** read with expression and confidence; adjust rates to match form and purpose; use appropriate phrasing, pausing and intonation; read aloud /or rehearse difficult chunks of text

**Predict:** use context clues, prior knowledge and experience, and knowledge of text forms and features to verify and adjust predictions about content

**Use text features:** use text features to preview, locate, interpret information and verify understanding

**Use technology:** employ assistive tools, when required





# Comprehension Responses

Indicators pertain to responses given to text at an independent reading level.

In **responses to all levels of questioning**, students are expected to support their ideas and content with relevant examples or information from the text. Responses considered **strong** show sophistication and depth in justifications and rationales, and may be described as original or creative. Products required to assess each of the following must reflect the principles of differentiated instruction.

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Literal Level

## Appropriate Achievement

- respond accurately to many literal questions when reading longer, denser texts
- identify key information about story elements; explain how events are related to themes
- identify figurative language, literary devices and domain-specific concepts/terminology
- distinguish between main ideas and supporting details; concisely summarize key information

## Strong Achievement

**Along with** the indicators outlined in Appropriate Achievement, readers performing at Strong:

- respond accurately to most literal questions, even when the texts are complicated/longer
- accurately determine importance of information

## Sample Prompts

- What new information did you learn from reading and viewing this selection?
- Summarize what you have found so far. What key words did you note to help you remember?
- Where would you begin to construct a timeline to plot the events in this autobiography?
- Why is \_\_\_\_ (event or action of character) significant or insignificant to the story?
- What were the key ideas in the information? Why did you identify them as important?
- Provide the gist of this article in twenty words or less.





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# Inferential Level

## Appropriate Achievement

- make logical inferences about complex characters (i.e., motivations, traits, feelings, personality) and story events; describe relationships between characters and effect on plot, subplots or overall theme
- interpret relationships between ideas to draw conclusions or make comparisons
- use context clues, prior knowledge and reference tools to explain the meaning of vocabulary and technical terms; interpret subtle shades of meaning, and figurative/descriptive language, in terms of how they affect mood and atmosphere; interpret symbols (e.g., objects, motifs)
- interpret and use text features (e.g., diagrams, graphics, feature boxes, fine print quoted material, hyperlinks, foot notes, sidebars, bibliography), and make general inferences using this information
- articulate the specific point of view or message in the text

## Strong Achievement

**Along with** the indicators outlined in Appropriate Achievement, readers performing at Strong:

- hold a solid understanding of how story events are interrelated
- grasp implied meaning
- often show insight in their choice of textual evidence to support opinions
- use format to set expectations (e.g., point of view in an essay, hypothesis in a lab, information in a memo)

### Guidelines for Levels of Questions on Summative Assessments:

Maximum 20% Literal  
Between 40-60% Inf/Int  
Between 20-60% Per/Ev/Cr

## Sample Prompts

- Describe \_\_\_\_ (character) at the beginning and end of the story. What caused this change?
- How did format help you interpret meaning?
- In what ways did the weaknesses or strengths of the character affect the chain of events in the story? How would the story be different if the character had acted differently?
- What is the theme or message of this selection? What offers justification for your assumptions and conclusions?
- What does this word mean? Why did the author choose this word and not \_\_\_\_ (a synonym)?
- Give an example of how the author, poet, photographer, illustrator or creator used \_\_\_\_ (a specific device, such as: metaphor, simile, personification, onomatopoeia, allusion, imagery, hyperbole, symbolism, stereotypes, camera angles, lighting, line, beat, rhythm). Explain the meaning.
- Show me how you used this text feature (e.g., key, legend) to understand the text.
- Look at this photograph and caption. What information do you learn that adds to the text? What meaning can you infer? What story does this image capture?



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# Personal/Critical/Evaluative Level

## Appropriate Achievement

- compare and contrast characters, events and ideas with personal experiences, prior knowledge and emergent understandings; make text-to-text and text-to-world comparisons; connect characters within and across texts and genres by circumstances, traits or actions; consider more than one point of view; make connections between current social and moral issues
- express and support personal reactions, preferences for, and opinions about particular texts, authors, illustrators and genres; express changes in personal viewpoint and ideas
- explain how different elements of craft (e.g., dialect, imagery, irony, flashbacks, foreshadowing, symbolism, tone) create meaning and engage an audience; evaluate an author's effectiveness
- recognize language used to manipulate, persuade or control; detect prejudice, stereotyping and bias; propose alternative perspectives; analyze and evaluate information; demonstrate an awareness that texts reveal and produce ideologies, identities, positions and propaganda; evaluate ways in which both genders and various cultures and socioeconomic groups are portrayed; assess the veracity of claims and reliability of information
- evaluate how purpose, structure, and characteristics of a variety of text forms contribute to understanding; explore relationships between language, topic, genre, purpose, context and audience

## Strong Achievement

**Along with** the indicators outlined in Appropriate Achievement, readers performing at Strong:

- apply an awareness of worldviews (e.g., Aboriginal perspectives)
- recognize techniques (e.g., language choice, structure, text features) used to manipulate, persuade or control, and speculate about purpose

## Sample Prompts

- Which character is most like you? How?
- How would you have solved the problem?
- How is your favourite genre crafted to interest or engage you?
- What is the author doing to influence the reader? How?
- To what extent does this text affect your views on the subject?
- The problem is described by \_\_\_\_\_. What do you think \_\_\_\_\_ would say about it?
- Whose viewpoint is presented? What, if any, opposing viewpoints are presented?
- Whose viewpoint is missing? Describe the biases and assumptions presented in this selection. Whose interests are served? Who is the target audience for this selection?
- What are some examples of how the author used exaggeration or subtle misinformation?
- What are some similarities and differences between \_\_\_\_\_ (form or genre) and another (form or genre)?



# Text Complexity

Text complexity is not isolated to the actual text. Experience, knowledge and interest influence how the reader navigates the text. The term “text” includes print, visual, oral and digital sources.

**Students select and read independently a range of literary and information texts. Students may employ assistive technology to support reading. Texts include:**

**Knowledge demands:** a wide range of genres, some themes or ideas beyond personal experiences; often requires cultural, historical or social perspectives, some knowledge of subject matter and other texts (intertextuality), and ability to read critically and create new perspectives or points of view

**Themes:** multidimensional mature and challenging themes or ideas (e.g., relevant and robust themes, exploring: social and moral issues, justice, war, discrimination) that cultivate social awareness, evoke emotional responses and provide insight into the struggles of humanity; age-appropriate characters and information requiring the reader to interpret and connect information or ideas with other texts and subject areas; multiple levels of meaning

**Sentences:** many complex sentence structures (including sentences greater than 30 words); multiple descriptive sentences containing information vital to understanding of the text; some complicated use of dialogue

**Language:** challenging language requiring a moderate level of content knowledge; some implicit or inferred meaning; range of literary devices (e.g., figurative, symbolic, ironic language); some lengthier descriptions, dialects (regional or historical), other languages, domain-specific or archaic words and phrases

**Word complexity:** many long, multi-syllable words, some difficult nouns and technical vocabulary; may require additional reading and research

**Graphics:** variety of illustrations, photographs or complex graphics that match, add meaning or extend text

**Layout:** many lines of print on a page; variation in layout, print styles and font within the same text (many examples of dense print); complex range of punctuation; deliberate visual clues (e.g., spacing to indicate time or setting shifts); may feature a wide range of reader’s tools and text features (e.g., glossary, pronunciation guide index, italics, scales, legends)

In addition, text complexity of **literary fiction** (e.g., realistic and historical fiction, mysteries, myths, science fiction, allegories, parodies, satire, graphic novels, drama) includes:

**Text structure:** some complex, unconventional narrative structures; more implicit than explicit structures; occasional shifts in points of view, flashbacks, time lapses or shifts, and stories within stories

**Plot:** plots with detailed episodes or subplots and multiple story lines; attention required to sequencing of events

**Character development:** main character displays complexity and unpredictability; factors that relate to character development require reader to gather information through inferences, including awareness of conflict; multiple characters revealed through dialogue, actions, thoughts, ideologies, roles and/or perceptions of others

**Textual details:** captions, graphics, and/or unassigned dialogue from which story action and character development must be inferred; description, imagery, symbolism, figurative language that are vital to understanding settings, characters and themes

In addition, text complexity of **literary non-fiction** and **information texts** (e.g., essays, speeches, historical accounts, textbooks, reports, directions, biography and autobiography, memoir, journalistic text, documentary, ads, charts, maps, tables, pamphlets, graphs, infographics) includes:

**Depth of content:** large amounts of content related to subject-matter instruction, requiring readers to synthesize information from within and beyond the text (i.e., use primary and secondary sources, follow current events)

**Presentation:** topics, ideas and information may be explicit or implicit, presented in multiple layers, usually presented through clear structures

**Textual details:** information presented in a variety of ways (e.g., paragraphs, columns, links, cutaways and graphics) and in combination; requiring readers preview text layout, skim and scan, and read with a purpose