

Reading - Grade 10

Item	Performance Indicator	Standard
1	Attends to people and objects in the environment.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
2	Locates a picture/symbol/object when named or signed.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
3	Identifies words/pictures/symbols/objects used for content communication.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
4	Follows directions that contain verbs (points to, looks at, turns page, hits switch).	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
5	Identifies a variety of resources.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
6	Anticipates the beginning of a literacy activity (looks toward reader, tolerates headphones, locates literacy materials).	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
7	Communicates ideas generated from reading.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
8	Explains the meaning of new vocabulary words in the context of a story/reading selection/activity.	Standard 2: Students apply a range of skills and strategies to read.
9	Communicates feelings generated from reading.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
10	Communicates preferred mode for reading/comprehending literacy materials.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
11	Attends to literacy materials.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
12	Identifies details of characters that are the same.	Standard 5: Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.
13	Explains the meaning of new vocabulary words in the context of a story/reading selection/activity.	Standard 2: Students apply a range of skills and strategies to read.

14	Communicates ideas generated from reading.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
15	Selects important details/facts from reading materials.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
16	Previews/explores literacy material (looks at, touches, holds, listens),	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
17	Uses text features to comprehend content-area texts; and uses word recognition skills and context clues to comprehend text.	Standard 2: Students apply a range of skills and strategies to read.
18	Demonstrates understanding of a new word based on context of a reading selection.	Standard 2: Students apply a range of skills and strategies to read.
19	Identifies synonyms.	Standard 2: Students apply a range of skills and strategies to read.
20	Uses one course to organize information.	Standard 5: Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.
21	Responds to own name, spoken/signed, print/picture.	Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read.
22	Uses listening/observing strategies to comprehend a reading selection.	Standard 2: Students apply a range of skills and strategies to read.
23	Identifies an appropriate information resource to gain specific information.	Standard 4: Students select, read, and respond to print and nonprint material for a variety of purposes.
24	Identifies items on a graph or table.	Standard 4: Students select, read, and respond to print and nonprint material for a variety of purposes.
25	Demonstrates understanding of the difference between an information resource and literature.	Standard 4: Students select, read, and respond to print and nonprint material for a variety of purposes.