

APPENDIX C: FCAT 2.0 READING REPORTING CATEGORIES AND CONTENT FOCUS CHART

| FCAT 2.0 Reading Benchmarks Grades 9–10 | | |
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| Reporting Category 1: Vocabulary | | Content Focus |
| Grades 9–10 LA.910.1.6.3 | The student will use context clues to determine meanings of unfamiliar words. | <ul style="list-style-type: none"> • Context Clues |
| Grades 9–10 LA.910.1.6.7 | The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words. <i>Also assesses LA.910.1.6.11 The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).</i> | <ul style="list-style-type: none"> • Analyze Word Structure (e.g., affixes, root words) • Analyze Words/Phrases Derived from Latin, Greek, or Other Languages |
| Grades 9–10 LA.910.1.6.8 | The student will identify advanced word/phrase relationships and their meanings. | <ul style="list-style-type: none"> • Analyze Words/Phrases • Word Relationships |
| Grades 9–10 LA.910.1.6.9 | The student will determine the correct meaning of words with multiple meanings in context. | <ul style="list-style-type: none"> • Multiple Meanings |
| Reporting Category 2: Reading Application | | Content Focus |
| Grades 9–10 LA.910.1.7.2 | The student will analyze the author’s purpose and/or perspective in a variety of text and understand how they affect meaning. | <ul style="list-style-type: none"> • Author’s Purpose (within/across texts) • Author’s Perspective (within/across texts) • Author’s Bias (within/across texts) |
| Grades 9–10 LA.910.1.7.3 | The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details. | <ul style="list-style-type: none"> • Main Idea (stated or implied) • Summary Statement • Relevant Details • Conclusions/Inferences • Predictions |
| Grades 9–10 LA.910.1.7.4 | The student will identify cause-and-effect relationships in text. | <ul style="list-style-type: none"> • Cause and Effect |

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| Reporting Category 2: Reading Application | | Content Focus |
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| Grades 9–10 LA.910.1.7.5 | The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text. | <ul style="list-style-type: none"> • Text Structures/ Organizational Patterns (e.g., comparison/contrast, cause/effect, chronological order, argument/support, definition/explanation, question/answer, listing/description) |
| Grades 9–10 LA.910.1.7.7 | The student will compare and contrast elements in multiple texts. | <ul style="list-style-type: none"> • Compare (similarities within/across texts) • Contrast (differences within/across texts) |
| Reporting Category 3: Literary Analysis—Fiction/Nonfiction | | Content Focus |
| Grades 9–10 LA.910.2.1.5 | The student will analyze and develop an interpretation of a literary work by describing an author’s use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery). | <ul style="list-style-type: none"> • Theme • Character Development (e.g., protagonist, antagonist) • Character Point of View • Setting • Plot Development • Conflict (e.g., internal or external) • Resolution |
| Grades 9–10 LA.910.2.1.7 | The student will analyze, interpret, and evaluate an author’s use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts. | <ul style="list-style-type: none"> • Descriptive Language (e.g., tone, irony, mood, imagery, alliteration, onomatopoeia, allusion, satire) • Figurative Language (e.g., simile, metaphor, symbolism, personification, hyperbole, pun) |

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| Reporting Category 3: Literary Analysis—Fiction/Nonfiction | | Content Focus |
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| Grades 9–10 LA.910.2.2.1 | The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings). | <ul style="list-style-type: none"> • Text Features (e.g., titles, subtitles, headings, subheadings, sections, charts, tables, graphs, illustrations, maps, diagrams, captions, italicized text, text boxes) |
| Reporting Category 4: Informational Text/Research Process | | Content Focus |
| Grades 9–10 LA.910.6.1.1 | The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader’s understanding. | <ul style="list-style-type: none"> • Text Features (e.g., headings, subheadings, sections, titles, subtitles, charts, tables, maps, diagrams, captions, illustrations, graphs, italicized text, text boxes) |
| Grades 9–10 LA.910.6.2.2 | The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations. | <ul style="list-style-type: none"> • Synthesize Information (within/across texts) • Analyze and Evaluate Information (within/across texts) • Determine the Validity and Reliability of Information (within/across texts) |