

California Curriculum Matrix for Language Arts

California Language Arts Standards/Benchmarks Grade 10	National Essential Skills Study (NESS) Rankings		STAR CA Standards Test	NESS	Priority
Reading	Rank				
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.					
1.1 Identify and use the literal and figurative meanings of words and understand word derivations.	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.	H	H	H
1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.	H	H	H
1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word <i>narcissistic</i> drawn from the myth of Narcissus and Echo).	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.	M	H	H

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2.0 Reading Comprehension (Focus on Informational Materials) Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in <i>Recommended Literature, Grades Nine Through Twelve</i> (1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.	Rank				
2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.	E20	Understand the nature and purpose of a variety of technical formats (essays, business letters, memos, investigative reports, brochures, critiques, instructions, policy statements, technical proposals, lab reports, etc.) and write in these formats.	H	M	H
	E31	Apply an understanding of graphics, layout, white space, italics, graphs, charts, and other visual aids to enhance informational reading, writing, or presenting.			
	E38	Evaluate an author's uses of language (metaphors, analogies, etc.) and text characteristics (boldface, italics, parentheses, etc.) to aid comprehension.			
2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.	E27	Use and cite documented research in both print and nonprint presentations.	H	M	H
2.3 Generate relevant questions about readings on issues that can be researched.	E26	Use ideas from different sources to write a paper that expresses a personal opinion or uses specific evidence from literary texts to support an opinion.	H	M	H

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2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	H	H
	E24	Compare/contrast, summarize, synthesize, and evaluate ideas from various selections on similar topics or works by the same author.			
2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	L	H	M
2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).	E32	Evaluate the logic and organization of technical or other nonfiction texts for clarity and effectiveness in describing a set of directions or procedures.	H	M	H
2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.	E9	Organize supporting detail in logical and convincing patterns that focus on audience and purpose.	H	H	H
2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).	E13	Assess the validity, reliability, authenticity, quality, and accuracy of an informational or literary text.	H	H	H
3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in <i>Recommended Literature, Grades Nine Through Twelve</i> illustrate the quality and complexity of the materials to be read by students.					
3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).	E37	Evaluate an author's uses of language, literary devices, and text characteristics (plot, setting, theme, character, point of view, genre, etc.) to evoke a response in a reader.	H	M	H