

## Louisiana Curriculum Matrix for English Language Arts

Standards/ Grade-Level Expectations Benchmark References Grade 10	National Essential Skills Study (NESS) Rankings Rank	LEAP	NESS	Priority	
<b>Reading and Responding</b>					
<b>Standard: 1.</b> Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.					
1. Extend basic and technical vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> <li>• use of context clues</li> <li>• use of knowledge of Greek and Latin roots and affixes</li> <li>• use of denotative and connotative meanings</li> <li>• tracing etymology (ELA-1-H1)</li> </ul>	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	H	H	H
2. Analyze the development of story elements, including: <ul style="list-style-type: none"> <li>• characterization</li> <li>• plot and subplot(s)</li> <li>• theme</li> <li>• mood/atmosphere (ELA-1-H2)</li> </ul>	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
	E41	Assess the significance and importance of themes in literary text.			
3. Analyze the significance within a context of literary devices, including: <ul style="list-style-type: none"> <li>• imagery</li> <li>• symbolism</li> <li>• flashback</li> <li>• foreshadowing</li> <li>• irony, ambiguity, contradiction</li> <li>• allegory</li> <li>• tone</li> <li>• dead metaphor</li> <li>• personification, including pathetic fallacy (ELA-1-H2)</li> </ul>	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
	E38	Evaluate an author's uses of language (metaphors, analogies, etc.) and text characteristics (boldface, italics, parentheses, etc.) to aid comprehension.			
	E44	Understand the effect of sounds, words, imagery, repetition, rhyme, and rhythm patterns in language, including poetry and orations, on the speaker or audience.			

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M4. Draw conclusions and make inferences about ideas and information in grade-appropriate texts in oral and written responses, including: <ul style="list-style-type: none"> <li>• short stories/novels</li> <li>• nonfiction works</li> <li>• five-act plays</li> <li>• poetry/epics</li> <li>• film/visual texts</li> <li>• consumer/instructional materials</li> <li>• public documents (ELA-1-H3)</li> </ul>	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	H	H
	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.			
	E21	Critically appraise print and nonprint content and information in current events, popular media, and the Internet for accuracy, artistic or informational value, production quality, and entertainment value.			
5. Analyze ways in which ideas and information in texts, such as almanacs, microfiche, news sources, technical documents, Internet sources, and literary texts, connect to real-life situations and other texts or represent a view or comment on life (ELA-1-H4)	E15	Demonstrate ability to select and use appropriate technology or media for presenting information to the target audience for the specific purpose.	H	H	H
	E23	Create a connection to a text by understanding the personal, social, cultural, and historical significance of it.			
<b>Standard: 6.</b> Students read, analyze, and respond to literature as a record of life experiences.					
6. Compare and/or contrast cultural elements including a group's history, perspectives, and language found in multicultural texts in oral and written responses (ELA-6-H1)	E22	Use a variety of organizational formats (compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important) that support the purpose of a writing activity.	H	M	H
7. Analyze connections between historical contexts and the works of authors, including Sophocles and Shakespeare (ELA-6-H2)	E23	Create a connection to a text by understanding the personal, social, cultural, and historical significance of it.	H	M	H
8. Analyze recurrent themes in world literature (ELA-6-H2)	E41	Assess the significance and importance of themes in literary text.	H	L	M