

New York Curriculum Matrix for English Language Arts

New York English Language Arts Learning Standards/ Performance Indicators Excerpt Grade 10	Common Core English Language Arts Standards Strands/CCRS/CCSS Grades 9-10	National Essential Skills Study (NESS) National Rankings Rank		NESS	NY Regents Exam	Priority
Reading						
Grade-Specific Performance Indicators The grade-specific performance indicators that grade 10 students demonstrate as they learn to read include						
Standard 1: Students will read, write, listen, and speak for information and understanding .						
<ul style="list-style-type: none"> • Locate and use school and public library resources for information and research <ul style="list-style-type: none"> - set purpose for reading by asking questions about what they need to know for their research 	<u>Writing Standards</u> Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	E7	Research information from a variety of sources and draft a well-organized, accurate, and informative report or essay that engages an audience and addresses its needs.	H	H	H
		E15	Demonstrate ability to select and use appropriate technology or media for presenting information to the target audience for the specific purpose.			

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<ul style="list-style-type: none"> Use specialized reference sources, such as glossaries, directories, and abstracts 	<p>Language Standards Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>	E4	Use resources (dictionary, grammar books, thesaurus, online references, etc.) as needed to edit.	H	H	H
		E15	Demonstrate ability to select and use appropriate technology or media for presenting information to the target audience for the specific purpose.			
<ul style="list-style-type: none"> Read and follow written directions and procedures to solve problems and accomplish tasks <ul style="list-style-type: none"> use workplace documents 	<p>Reading Standards for Informational Text Key Ideas and Details</p> <p>3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	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.			

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<ul style="list-style-type: none"> Analyze information from different sources, making connections and showing relationships to other texts, ideas, and subjects <ul style="list-style-type: none"> employ a range of post-reading practices to think about new learning and plan further learning 	<u>Reading Standards for Informational Text</u> Integration of Knowledge and Ideas 7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.	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.	M	H	H
		E24	Compare/contrast, summarize, synthesize, and evaluate ideas from various selections on similar topics or works by the same author.			
<ul style="list-style-type: none"> Recognize how authors use tone to express their ideas or an attitude toward the subject matter or the audience 	<u>Reading Standards for Literature</u> Craft and Structure 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	E39	Identify and interpret vocal characteristics that influence meaning such as tone, volume, pitch, and rate.	L	H	M
<ul style="list-style-type: none"> Distinguish between different forms of poetry, such as sonnet, lyric, elegy, narrative, epic, and ode, and recognize how the author uses poetic form to convey message or intent 	<u>Reading Standards for Literature</u> Range of Reading and Level of Text Complexity 10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	E44	Understand the effect of sounds, words, imagery, repetition, rhyme, and rhythm patterns in language, including poetry and orations, on the speaker or audience.	L	H	M

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<ul style="list-style-type: none"> Compare a film, video, or stage version of a literary work with the written version 	<p><u>Reading Standards for Literature Integration of Knowledge and Ideas</u></p> <p>7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p>	E50	Understand and apply film and theatrical terms and techniques to an analysis and evaluation of films and plays.	L	H	M
<ul style="list-style-type: none"> Read literary texts aloud to convey an interpretation of the work 	<p><i>There is no New York English Language Arts Performance Indicator-Common Core alignment.</i></p>	E48	Interpret literature for an audience by reading out loud with appropriate expression.	L	H	M
<ul style="list-style-type: none"> Interpret literary texts on the basis of an understanding of the genre and the literary period 	<p><u>Reading Standards for Literature Craft and Structure</u></p> <p>6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	E23	Create a connection to a text by understanding the personal, social, cultural, and historical significance of it.	M	H	H