

Rhode Island Curriculum Matrix for English Language Arts

Rhode Island English Language Arts Content Clusters/Grade Level Expectations Grade 10	National Essential Skills Study (NESS) Rankings		NECAP	NESS	Priority
	Rank				
Reading Fluency and Accuracy					
R-10-11 Reads grade-level appropriate material with:	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	L	H	M
<ul style="list-style-type: none"> R-10-11.1 Accuracy: reading material appropriate for <u>high school</u> with at least 90-94% accuracy (Local) 					
<ul style="list-style-type: none"> R-10-11.2 Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands, and purpose for reading (Local) 	E48	Interpret literature for an audience by reading out loud with appropriate expression.	L	L	L
<ul style="list-style-type: none"> R-10-11.3 Fluency: reading familiar text with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue (Local) 	E48	Interpret literature for an audience by reading out loud with appropriate expression.	L	L	L
Word Identification Skills and Strategies					
R-10-1 Applies word identification/ decoding strategies by ...	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.	L	H	M
<ul style="list-style-type: none"> R-10-1.1 Identifying multi-syllabic words by using knowledge of sounds, syllable division, and word patterns (Local) 					
Vocabulary: Vocabulary Strategies					
R-10-2 Students identify the meaning of unfamiliar vocabulary by...	E4	Use resources (dictionary, grammar books, thesaurus, online references, etc.) as needed to edit.			
<ul style="list-style-type: none"> R-10-2.1a Using strategies to unlock meaning (e.g., knowledge of word structure including prefixes/suffixes, common roots, or word origins; or context clues; or resources including dictionaries, glossaries, or thesauruses <u>to determine definition, pronunciation, etymology, or usage of words</u>; or prior knowledge) (State) 	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.	L	H	M

Rhode Island English Language Arts Content Clusters/Grade Level Expectations Grade 10	National Essential Skills Study (NESS) Rankings		NECAP	NESS	Priority
	Rank				
<ul style="list-style-type: none"> R-10-2.1b Using strategies to unlock meaning including base words, <u>general and specialized print or electronic resources to determine definition, pronunciation, etymology, or usage of words</u>; or prior knowledge (Local) 	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.	L	H	M
Vocabulary: Breadth of Vocabulary					
R-10-3 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by... <ul style="list-style-type: none"> R-10-3.1 Identifying synonyms, antonyms, homonyms/homophones, shades of meaning, analogies, <u>idioms</u>, or word origins, <u>including words from dialects</u> or other languages that have been adopted into our language/<u>standard English</u> (State) 	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
<ul style="list-style-type: none"> R-10-3.2 Selecting appropriate words or explaining the use of words in context, including <u>connotation or denotation, shades of meanings of words/nuances, or idioms</u>; or use of content-specific vocabulary, words with multiple meanings, precise language, or <u>technical vocabulary</u> (State) 	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

Rhode Island English Language Arts Content Clusters/Grade Level Expectations Grade 10	National Essential Skills Study (NESS) Rankings		NECAP	NESS	Priority
Literary Texts: Initial Understanding of Literary Texts	Rank				
All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs.					
R-10-4 Demonstrate initial understanding of elements of literary texts by... <ul style="list-style-type: none"> • R-10-4.1 Identifying, describing, or <u>making logical predictions</u> about character (such as <u>protagonist or antagonist</u>), setting, problem/solution, or plots/subplots, as appropriate to text; or identifying any significant changes in character, <u>relationships</u>, or setting over time; or identifying rising action, climax, or falling action (State) 	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
<ul style="list-style-type: none"> • R-10-4.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text (State) 	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	H	H
<ul style="list-style-type: none"> • R-10-4.3 Generating questions before, during, and after reading to enhance/expand understanding and/or gain new information(Local) 	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	H	H
<ul style="list-style-type: none"> • R-10-4.4 Identifying the characteristics of a variety of types/genres of literary text (e.g., literary texts: poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, legends, myths, short stories, epics, <u>novels, dramatic presentations, comedies, tragedies, satires, parodies, memoirs, epistles</u>) (Local) 	E42	Compare/contrast literary genres (science fiction, romance, drama, etc.) or delivery systems (books, live performance, film, etc.).	H	L	M