

Alaska

Curriculum Matrix for English Language Arts

Alaska English Language Arts Strands/Performance Standards/ Grade Level Expectations Grade 10	National Essential Skills Study (NESS) Rankings Rank	Standards Based Assessments	NESS	Priority	
Word Identification Skills					
The student uses strategies to decode or comprehend the meaning of words in texts.					
R4.1 Apply knowledge of syntax, roots, and word origins, and use context clues and reference materials, to determine the meaning of new words and to comprehend text. E.B.1					
The student uses strategies to decode or comprehend the meaning of words in text by [10] 4.1.1 Determining meanings of unfamiliar words in context using knowledge of sounds, syllables, derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak)*	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
[10] 4.1.2 Determining meanings of unfamiliar words by utilizing context clues, literary allusions, syntax, or semantics in <ul style="list-style-type: none"> • dialectical English (e.g., Huck Finn) • other languages adopted into English (pie a la mode) • idiomatic expressions (e.g., “it drives me up a wall”)* 	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
[10] 4.1.3 Identifying complex relationships among words including synonyms, antonyms, homonyms/homophones, [shades of meaning L], analogies*	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
[10] 4.1.4 Determining the meaning of words in context including [connotation/denotation L], use of precise or <u>technical</u> vocabulary, content-specific vocabulary (symbiosis, suffrage, apartheid), or multiple meanings (e.g., <u>the James Joyce character Stephen Dedalus--Dedalus is a character and reference to Greek mythological figure</u>)	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
[10] 4.1.5 Self-monitoring and self-correcting while reading (e.g. rereading, adjusting reading pace, sub vocalizing, consulting resources, questioning, flexible note talking/mapping, skimming, scanning, etc.)* (L)	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	L	H	M

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Forming a General Understanding					
The student restates/summarizes and connects information. R4.2 Summarize information or ideas from a text and make connections between summarized information or sets of ideas and related topics or information. E.B.3					
The student restates/summarizes and connects information by [10] 4.2.1 Restating and summarizing main ideas or events, in correct sequence, after reading a text (e.g., paraphrasing, constructing a topic outline, charting or mapping main ideas or events) or identifies accurate restatements and summaries of main ideas or events or generalizations of a text*	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	H	H
	E6	Collect and focus thoughts about the writing activity (brainstorming, listing, drafting, etc.).			
[10] 4.2.2 Connecting information by making inferences and/or drawing conclusions within a text (e.g., why is the information in the chart included), across texts or other summarized information*	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.			
The student demonstrates understanding of main ideas/arguments. R4.3 a. Identify and assess the validity, accuracy, and adequacy of evidence that supports an author's main ideas. b. Critique the power, logic, reasonableness, and audience appeal of arguments advanced in public documents. E.D.2					
The student demonstrates understanding of main ideas/arguments by [10] 4.3.1 Identifying or explaining the main ideas in various types of texts (i.e., recognizing or developing appropriate titles, generalizations, assertions)*	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	H	H
	[10] 4.3.2 Locating information in narrative and informative text to answer questions related to main ideas or key details*	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	H
[10] 4.3.3 Comparing/contrasting the main ideas or concepts between related texts*	E24	Compare/contrast, summarize, synthesize, and evaluate ideas from various selections on similar topics or works by the same author.	L	M	M
[10] 4.3.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world)* (L)	E23	Create a connection to a text by understanding the personal, social, cultural, and historical significance of it.	H	M	H