

## Kentucky Curriculum Matrix for English Language Arts

Kentucky English Language Arts Core Content Domain/Subdomain/Standard Grade 9-10	Common Core English Language Arts Standards Strands/CCRS/CCS Grade 9-10	National Essential Skills Study (NESS) Rankings		NESS	KCCT	Priority
		Rank				
<b>Forming a Foundation for Reading</b> - Requires readers to develop and apply basic reading skills and strategies across genres to read and understand texts at the appropriate grade level. This involves reading at the word, sentence and connected text levels across content areas that include multicultural texts.						
RD-09-1.0.1 Students will interpret literal or non-literal meanings of words in a passage.	<u><b>Reading for Literature</b></u> <u><b>Craft and Structure</b></u> 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). <u><b>Reading for Informational Text</b></u> <u><b>Craft and Structure</b></u> 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	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	M	H

Kentucky English Language Arts Core Content Domain/Subdomain/Standard Grade 9-10	Common Core English Language Arts Standards Strands/CCRS/CCS Grade 9-10	National Essential Skills Study (NESS) Rankings		NESS	KCCT	Priority
		Rank				
RD-09-1.0.1 (Continued from previous page)	(Continued from previous page) <b>Language</b> <b>Vocabulary Acquisition and Use</b> 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.					
RD-09-1.0.2 Students will make predictions based on what is read.	<b>Reading for Literature</b> <b>Key Ideas and Details</b> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>Reading for Informational Text</b> <b>Key Ideas and Details</b> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	M	H

Kentucky English Language Arts Core Content Domain/Subdomain/Standard Grade 9-10	Common Core English Language Arts Standards Strands/CCRS/CCS Grade 9-10	National Essential Skills Study (NESS) Rankings Rank		NESS	KCCT	Priority
RD-09-1.0.3 Students will formulate questions to guide reading.	<p><b><u>Reading for Literature</u></b> <b>Key Ideas and Details</b> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b><u>Reading for Informational Text</u></b> <b>Key Ideas and Details</b> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b><u>Writing</u></b> <b>Research to Build and Present Knowledge</b> 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.</p>	E10	Participate in (sometimes leading) one-on-one or group discussions by asking questions, asking for clarification, taking turns speaking, agreeing and/or disagreeing courteously, making informed judgments, and working toward a common goal.	H	M	H

Kentucky English Language Arts Core Content Domain/Subdomain/Standard Grade 9-10	Common Core English Language Arts Standards Strands/CCRS/CCS Grade 9-10	National Essential Skills Study (NESS) Rankings Rank		NESS	KCCT	Priority
RD-09-1.0.4 Students will interpret the meaning of jargon, dialect, or specialized vocabulary found in a passage.	<p><b><u>Reading for Literature</u></b>  <b>Craft and Structure</b>            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).</p> <p><b><u>Reading for Informational Text</u></b>  <b>Craft and Structure</b>            4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p><b><u>Language</u></b>  <b>Vocabulary Acquisition and Use</b>            5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.            a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.            b. Analyze nuances in the meaning of words with similar denotations.            6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	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	M	H