

## New Hampshire Curriculum Matrix for English Language Arts

| New Hampshire English Language Arts<br>Strands and Standards<br>Grades 7-10  | Curriculum Survey of Essential Skills |  | NHEIAP<br>Grade 10 | Curriculum<br>Survey | Priority |
|--|---------------------------------------|--|--------------------|----------------------|----------|
|  | National<br>Rank                      | Essential Skill  |                    |                      |          |
| <b>Reading</b>   |                                       |  |                    |                      |          |
| <b>Curriculum Standard 1.</b> Students will demonstrate the interest and ability to read age-appropriate materials fluently, with understanding and appreciation.  |                                       |  |                    |                      |          |
| In addition to the above, students will be able to:  |                                       |  |                    |                      |          |
| - Adapt their reading style and rate to match their reading tasks.   | e5                                    | Identify, collect and/or select pertinent information while reading.   | L                  | H                    | M        |
|  | e15                                   | Discriminate important ideas from unimportant ideas while reading.   |                    |                      |          |
|  | e24                                   | Summarize, synthesize and organize information while reading.  |                    |                      |          |
| - Use questioning, reviewing, revising, and rereading to monitor comprehension and enhance overall understanding.  | e24                                   | Summarize, synthesize and organize information while reading.  | L                  | H                    | M        |
| - Demonstrate the ability to examine, adjust, and extend their level of comprehension by combining what they already know with what is new in what they read and their knowledge of both language and the context in which language is used.           | e5                                    | Identify, collect and/or select pertinent information while reading.   | H                  | H                    | H        |
|  | e15                                   | Discriminate important ideas from unimportant ideas while reading.   |                    |                      |          |
|  | e24                                   | Summarize, synthesize and organize information while reading.  |                    |                      |          |
| - Analyze the use of figurative, idiomatic, and symbolic language including sensory impressions, poetic license, personification, allusion, indigenous vocabulary, colloquialisms, regional and ethnic dialects, satire, paradox, irony, and allegory. | e80                                   | Understand ways an author uses language and text characteristics to aid comprehension.                                   | H                  | L                    | M        |
|  | e89                                   | Identify and interpret levels of language, idiomatic expressions, and figures of speech that enhance oral communication. |                    |                      |          |
| - Demonstrate the ability and interest to read extensively beyond assigned texts and intensively for personal and academic purposes.   | e26                                   | Apply reading skills while reading textbooks in courses other than English.  | L                  | H                    | M        |

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|--|---------------------------------------|--|----------|------------|----------|
|  | National Rank                         | Essential Skill  | Grade 10 | Survey     |          |
| <b>Writing</b>   |                                       |  |          |            |          |
| <b>Curriculum Standard 2.</b> Students will demonstrate the interest and ability to write effectively for a variety of purposes and audiences.   |                                       |  |          |            |          |
| In addition to the above, students will be able to:  |                                       |  |          |            |          |
| - Enhance their writing by using a variety of sources to provide background information, supporting details, and models of good writing.   | e3                                    | Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.               | H        | H          | H        |
| - Use a variety of techniques to generate, draft, revise, edit, and publish texts.   | e3                                    | Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.               | M        | H          | H        |
|  | e19                                   | Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions.                                  |          |            |          |
|  | e14                                   | Use editing and revising skills to improve effectiveness and accuracy of drafts.   |          |            |          |
| - Understand and employ the elements of effective writing including purpose, topic development, organization, details, sentence structure, paragraphing, vocabulary, word choice, tone, and style. | e11                                   | Present information in well-organized fashion that will be clear to the target audience.   | H        | H          | H        |
|  | e12                                   | Draft a report that engages an audience and is concise, clear, well-organized, accurate, and informative.  |          |            |          |
|  | e21                                   | Use dictionary, grammar books, and thesaurus to aid in editing and understanding words.  |          |            |          |
| - Use a variety of forms to develop ideas, share information, influence, persuade, create, and entertain.  | e12                                   | Draft a report that engages an audience and is concise, clear, well-organized, accurate, and informative.  | H        | H          | H        |
|  | e17                                   | Analyze, evaluate and critique such events as current events, political campaigns, advertisements and media.   |          |            |          |
|  | e22                                   | Understand and produce a variety of informative formats such as business letters, memos, reports, news articles, brochures, proposals and critiques. |          |            |          |
|  | e31                                   | Use writing as a way of expressing personal creativity.  |          |            |          |