

New York Curriculum Matrix for English Language Arts

New York English Language Arts Learning Standards/Performance Indicators Grade 10	National Essential Skills Study (NESS) Rankings		NY Regents Comprehensive English Exam	NESS	Priority
Reading	Rank				
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 	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.			
<ul style="list-style-type: none"> • Use specialized reference sources, such as glossaries, directories, and abstracts 	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 	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.			
<ul style="list-style-type: none"> • Skim texts to gain an overall impression and scan texts for particular information <ul style="list-style-type: none"> - focus on key words/phrases to generate questions 	E12	Preview (skim) informational text to anticipate content (title, chapter headings, Internet search results, illustrations, table of contents, etc.).	H	H	H
<ul style="list-style-type: none"> • Identify and evaluate the reliability and validity of informational sources 	E13	Assess the validity, reliability, authenticity, quality, and accuracy of an informational or literary text.	H	H	H

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<ul style="list-style-type: none"> Recognize unstated assumptions 	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	H	H
	E13	Assess the validity, reliability, authenticity, quality, and accuracy of an informational or literary text.			
<ul style="list-style-type: none"> Distinguish verifiable statement from hypothesis 	E13	Assess the validity, reliability, authenticity, quality, and accuracy of an informational or literary text.	H	H	H
<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 	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.	H	M	H
	E24	Compare/contrast, summarize, synthesize, and evaluate ideas from various selections on similar topics or works by the same author.			
<p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p>					
<ul style="list-style-type: none"> Read, view, and interpret texts and performances in every medium (e.g., short stories, novels, plays, film and video productions, poems, and essays) from a wide variety of authors, subjects, and genres <ul style="list-style-type: none"> build background by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it was written 	E23	Create a connection to a text by understanding the personal, social, cultural, and historical significance of it.	H	M	H
<ul style="list-style-type: none"> Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives 	E23	Create a connection to a text by understanding the personal, social, cultural, and historical significance of it.	H	M	H
<ul style="list-style-type: none"> Read literary criticism to increase comprehension and appreciation of literary texts, with assistance 	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"> Recognize how authors use tone to express their ideas or an attitude toward the subject matter or the audience 	E39	Identify and interpret vocal characteristics that influence meaning such as tone, volume, pitch, and rate.	H	L	M