

Hawaii

Curriculum Matrix for English Language Arts

Hawaii English Language Arts Standards/Benchmarks Grade 10	Common Core English Language Arts Standards Strands/CCRS/CCS Grade 9-10	National Essential Skills Study (NESS) National Rankings		NESS	HCPS III	Priority
		Rank				
Topic: Vocabulary and Concept Development						
Benchmark LA.10.1.1 Use new grade-appropriate vocabulary, including content area vocabulary, learned through reading and word study	<p style="text-align: center;"><u>Reading Standards for Literature</u> Craft and Structure</p> <p>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 style="text-align: center;"><u>Reading for Informational Text</u> Craft and Structure</p> <p>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>	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

Hawaii English Language Arts Standards/Benchmarks Grade 10	Common Core English Language Arts Standards Strands/CCRS/CCS Grade 9-10	National Essential Skills Study (NESS) National Rankings		NESS	HCPS III	Priority
Benchmark LA.10.1.1 (Continued from previous page)	(Continued from previous page) Language Standards Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. 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.	Rank				
Benchmark LA.10.1.2 Independently use a variety of strategies to gain information from print and online resources, both primary and secondary, as part of a research plan to support a thesis	Reading for Informational Text Integration of Knowledge and Ideas 7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. 9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.	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.			
		E26	Use ideas from different sources to write a paper that expresses a personal opinion or uses specific evidence from literary texts to support an opinion.	H	M	H

Hawaii English Language Arts Standards/Benchmarks Grade 10	Common Core English Language Arts Standards Strands/CCRS/CCS Grade 9-10	National Essential Skills Study (NESS) National Rankings		NESS	HCPS III	Priority
Benchmark LA.10.2.1 Use annotation to evaluate the use of evidence while reading a variety of texts	<p><u>Reading Standards for Literature</u> Key Ideas and Details</p> <p>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>2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>Craft and Structure</p> <p>5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p><u>Reading for Informational Text</u> Key Ideas and Details</p> <p>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>Craft and Structure</p> <p>5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	Rank	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.			
		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