

Massachusetts Curriculum Matrix for English Language Arts

Standards that are designated with an asterisk "*" are assessed at the local level.

Mass. English Language Arts Strands/General Standards/ Learning Standards Grades 9-10 Excerpt	Common Core English Language Arts Standards Strands/CCRS/CCSS Grade 9-10	National Essential Skills Study (NESS) National Rankings Rank	NESS	MCAS	Priority	
1.5 Identify and practice techniques such as setting time limits for speakers and deadlines for decision-making to improve productivity of group discussions.	<p style="text-align: center;"><u>Speaking and Listening Standards</u> <u>Comprehension and Collaboration</u></p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</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	L	M

Mass. English Language Arts Strands/General Standards/Learning Standards Grades 9-10 Excerpt	Common Core English Language Arts Standards Strands/CCRS/CCSS Grade 9-10	National Essential Skills Study (NESS) National Rankings Rank		NESS	MCAS	Priority
4.23 Identify and use correctly idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions.	<p align="center"><u>Language Standards</u> Vocabulary Acquisition and Use</p> <p>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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</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	H	H
6.9 Identify differences between the voice, tone, diction, and syntax used in media presentations (documentary films, news broadcasts, taped interviews) and these elements in informal speech.	<p><u>Reading Standards 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> <p><u>Speaking and Listening Standards</u> Presentation of Knowledge and Ideas</p> <p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	E17	Make informed judgments about the content, organization, and delivery (including non-verbal cues) of spoken communication.	H	L	M
		E18	Apply rules of appropriate diction and grammar in formal and informal speaking situations.			
		E39	Identify and interpret vocal characteristics that influence meaning such as tone, volume, pitch, and rate.			

Mass. English Language Arts Strands/General Standards/Learning Standards Grades 9-10 Excerpt	Common Core English Language Arts Standards Strands/CCRS/CCSS Grade 9-10	National Essential Skills Study (NESS) National Rankings Rank		NESS	MCAS	Priority
8.29 Identify and analyze patterns of imagery or symbolism.	<p align="center"><u>Language Standards</u> Vocabulary Acquisition and Use</p> <p>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>	E37	Evaluate an author’s uses of language, literary devices, and text characteristics (plot, setting, theme, character, point of view, genre, etc.) to evoke a response in a reader.	M	M	M
8.30 Identify and interpret themes and give supporting evidence from a text.	<p align="center"><u>Reading Standards for Literature</u> Key Ideas and Details</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>	E41	Assess the significance and importance of themes in literary text.	L	M	M
8.31 Analyze the logic and use of evidence in an author’s argument.	<p align="center"><u>Reading Standards 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>2. Determine a central idea of a text and analyze 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>3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	E13	Assess the validity, reliability, authenticity, quality, and accuracy of an informational or literary text.			
		E30	Apply personal, ethical, or impartial criteria for evaluating informational, persuasive, and literary materials.	H	M	H