

## Rhode Island Curriculum Matrix for English Language Arts

Rhode Island Language Arts Content Clusters/ Grade Level Expectations Grade 10(11)	Common Core English Language Arts Standards Strands/CCRS/CCS Grade 9-10	National Essential Skills Study (NESS) Rankings Rank		NESS	NECAP	Priority
<p><b>R-10-11</b> Reads grade-level appropriate material with:</p> <ul style="list-style-type: none"> <li>R-10-11.1 Accuracy: reading material appropriate for <u>high school</u> with at least 90-94% accuracy (Local)</li> </ul>	<p><b><u>Reading Standards for Literature</u></b> <b>Range of Reading and Level of Text Complexity</b> 10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <p><b><u>Reading Standards for Informational Text</u></b> <b>Range of Reading and Level of Text Complexity</b> 10. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p>	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	L	M
<p><b>R-10-4</b> Demonstrate initial understanding of elements of literary texts by...</p> <ul style="list-style-type: none"> <li>R-10-4.1 Identifying, describing, or <u>making logical predictions</u> about character (such as <u>protagonist or antagonist</u>), setting, problem/solution, or plots/subplots, as appropriate to text; or identifying any significant changes in character, <u>relationships</u>, or setting over time; or identifying rising action, climax, or falling action (State)</li> </ul>	<p><b><u>Reading Standards for Literature</u></b> <b>Key Ideas and Details</b> 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. 3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>Craft and Structure</b> 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>	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	H	H

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<ul style="list-style-type: none"> <li>R-10-4.4 Identifying the characteristics of a variety of types/genres of literary text (e.g., <b>literary texts:</b> poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, legends, myths, short stories, epics, <u>novels</u>, <u>dramatic presentations</u>, <u>comedies</u>, <u>tragedies</u>, <u>satires</u>, <u>parodies</u>, <u>memoirs</u>, <u>epistles</u>) (Local)</li> </ul>	<p><b><u>Reading Standards for Literature Craft and Structure</u></b></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><b><u>Integration of Knowledge and Ideas</u></b></p> <p>7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p> <p>9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>	E42	Compare/contrast literary genres (science fiction, romance, drama, etc.) or delivery systems (books, live performance, film, etc.).	L	H	M
<ul style="list-style-type: none"> <li>R-10-4.5 Identify literary devices as appropriate to genre (e.g., similes, metaphors, alliteration, rhyme scheme, onomatopoeia, imagery, repetition, flashback, <u>foreshadowing</u>, personification, hyperbole, <u>symbolism</u>, <u>allusion</u>, <u>diction</u>, <u>syntax</u>, <u>bias</u>, or <u>point of view</u>) (Local)</li> </ul>	<p><b><u>Reading Standards for Literature Craft and Structure</u></b></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>	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.			
		E38	Evaluate an author’s uses of language (metaphors, analogies, etc.) and text characteristics (boldface, italics, parentheses, etc.) to aid comprehension.	M	H	H
		E44	Understand the effect of sounds, words, imagery, repetition, rhyme, and rhythm patterns in language, including poetry and orations, on the speaker or audience.			