

# Learning Progressions

GRADES  
**9-10**

FOR THE NC STANDARD COURSE OF STUDY IN ENGLISH LANGUAGE ARTS



## STATE BOARD OF EDUCATION

STATE BOARD OF EDUCATION VISION: Every public school student in North Carolina will be empowered to accept academic challenges, prepared to pursue their chosen path after graduating high school, and encouraged to become lifelong learners with the capacity to engage in a globally-collaborative society.

STATE BOARD OF EDUCATION MISSION: The mission of the North Carolina State Board of Education is to use its constitutional authority to guard and maintain the right of a sound, basic education for every child in North Carolina Public Schools.

### ERIC DAVIS

Chair: Charlotte – At-Large

### JILL CAMNITZ

Greenville – Northeast Region

### TODD CHASTEEN

Blowing Rock – Northwest Region

### ALAN DUNCAN

Vice Chair: Greensboro – Piedmont-Triad Region

### REGINALD KENAN

Rose Hill – Southeast Region

### DONNA TIPTON-ROGERS

Brasstown – Western Region

### DAN FOREST

Lieutenant Governor: Raleigh – Ex Officio

### AMY WHITE

Garner – North Central Region

### J. WENDELL HALL

Ahoskie – At-Large

### DALE FOLWELL

State Treasurer: Raleigh – Ex Officio

### OLIVIA OXENDINE

Lumberton – Sandhills Region

### J.B. BUXTON

Raleigh – At-Large

### MARK JOHNSON

Superintendent & Secretary to the Board: Raleigh

### JAMES FORD

Charlotte – Southwest Region

The above State Board of Education information is a record of the board members at the time of this document's approval for publication. For the current list of State Board Members, Vision and Mission Statements, go to <https://www.dpi.nc.gov/about-dpi/state-board-education>.

## NC DEPARTMENT OF PUBLIC INSTRUCTION

Catherine Truitt, State Superintendent / 301 N. Wilmington Street / Raleigh, North Carolina 27601-2825

In compliance with federal law, the NC Department of Public Instruction administers all state-operated educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law.

### Inquiries or complaints regarding discrimination issues should be directed to:

Thomas Tomberlin, Senior Director, Educator Preparation, Licensure, and Performance, NCDPI / 6301 Mail Service Center, Raleigh, NC 27699 / Phone: (984) 236-2114

Visit us on the Web: [www.dpi.nc.gov](http://www.dpi.nc.gov)

0720

# NC ELA Standards — Learning Progressions

## Formative Assessment and Learning Progressions

Formative assessment is a recursive process that occurs during instruction and uses evidence of student learning to adjust instruction to improve achievement (NC Department of Public Instruction, n.d.). The best formative assessments focus on timely information teachers can use to better support students in their learning and evidence students can use to actively manage and adjust their own learning. Through formative assessment, teachers can determine the pace at which students are learning; measure students' current knowledge of the topic, concept, or skill; uncover what students still need to learn; determine if learning opportunities are effective; and identify when instruction must be adapted.

### Formative Assessment:

- Highlights the needs of each student
- Supports goal setting within the classroom curriculum
- Allows for monitoring of student progress on an ongoing basis
- Allows students to assume greater responsibility for monitoring and supporting their own learning
- Informs and targets next steps in instruction
- Allows teachers to provide descriptive feedback to students as to where they are in the learning process

### Using This Resource

This resource is organized by grade-level to bring further clarity to the skills and expectations measured by the North Carolina English Language Arts Standard Course of Study (NCSCOS). Different from the Vertical Progression that shows how the standards build towards Career and College Readiness, each learning progression focuses on a singular standard and shows how the skills within the standard build towards mastery and extension.

When determining a student's skill set within each learning progression, it is important that teachers ensure the formative assessment aligns with the standards that were taught. With that in mind, if a student's skill set falls within beginning and/or progressing towards mastery of that particular standard, certain misunderstandings may be evident and/or the student may only have a simple understanding of one of more parts of that standard. If a student's skill set falls within applying, the student has shown evidence of mastery of some, if not all skills within that standard. When a student has shown consistent mastery of his/her grade-level expectations for a particular standard, then his or her skill set has moved into the extending phase, which prompts the teacher to provide more challenging learning opportunities.

Once teachers determine students' progress towards standards mastery, teachers can use this data to identify necessary strategies, scaffolds, supports, and/or extensions to meet students' needs.

\*Note: Students' skill set may fall across several parts of the learning progressions. ELA educators should use their professional judgement when determining needed supports and/or extensions for students.

### **Other Considerations**

To reach true grade-level standards' expectations, students must be provided with grade-level, complex texts, topics, and tasks. When students are only provided with or exposed to independent, reading-level texts, they are not able to fully engage with the rigor expected of the skills found within their grade-level standards.

Grade-level proficiency in and instructional alignment to the NC ELA Standards requires students to apply the skills within the standards to grade-level, complex texts.

\*Note: While grade-level, complex texts should be used for core instruction, independent reading-level texts may be used for purposes of reading for enjoyment, wide reading, and/or scaffolding. Educators should use their professional judgement when determining the appropriate text for the appropriate purpose.

### **Disclaimer**

Each learning progression shows the skills students should know and be able to do by the end of each grade and/or course. The learning progressions emphasize that standards' mastery is a growth process; the learning progressions should not be used to group, categorize, or track students. This resource is meant to help educators explore formative student data to avoid inequitable outcomes that limit the expectations held for students.

The substandards in L.3 and L.5 (K-12) are not separated from the main standard as seen in W.1 - W.3 and SL.1. The substandards are included in the progressions for L.3 and L.5 (K-12) as a whole to provide clarity on the skills and expectations of each of these grade-level standards.

## Reading Literature – Grade 9-10

### STANDARD

**RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Evaluate the strength of textual evidence	<input type="checkbox"/> Cite strong textual evidence to support an analysis of what the text says explicitly  <input type="checkbox"/> Cite strong textual evidence to support inferences drawn from the text  <input type="checkbox"/> Evaluate the thoroughness of strong textual evidence	<input type="checkbox"/> Cite thorough textual evidence to support an analysis of what the text says explicitly  <input type="checkbox"/> Cite thorough textual evidence to support inferences drawn from the text  <input type="checkbox"/> Consistently demonstrate proficiency of RL.9-10.1 with a grade-level text	<input type="checkbox"/> Demonstrate RL.9-10.1 proficiency with an increasingly complex text above grade-level and/or an increasingly complex task  <input type="checkbox"/> Cite strong textual evidence to support an analysis of where the text leaves matters uncertain  <input type="checkbox"/> Cite thorough textual evidence to support an analysis of where the text leaves matters uncertain

**STANDARD**

**RL.9-10.2** Determine a theme 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.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine the theme of a text</li> <li><input type="checkbox"/> Determine the key details in which the theme reveals itself</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Trace the key details where the themes appear throughout the text</li> <li><input type="checkbox"/> Analyze the theme's development in detail over the course the text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze how the theme emerges through specific details in the text</li> <li><input type="checkbox"/> Analyze how theme is shaped through specific details in the text</li> <li><input type="checkbox"/> Analyze how the theme is refined through specific details in the text</li> <li><input type="checkbox"/> Provide an objective summary of the text using the theme and key details</li> <li><input type="checkbox"/> Consistently demonstrate proficiency of RL.9-10.2 with a grade-level text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate RL.9-10.2 proficiency with an increasingly complex text above grade-level and/or an increasingly complex task</li> <li><input type="checkbox"/> Determine two or more themes of a text</li> <li><input type="checkbox"/> Determine where in the text two or more themes reveal themselves</li> <li><input type="checkbox"/> Trace the instances where the themes appear throughout the text</li> <li><input type="checkbox"/> Analyze two or more themes' development over the course of the text</li> <li><input type="checkbox"/> Analyze how two or more themes interact on one another to produce a complex account</li> <li><input type="checkbox"/> Analyze how two or more themes build on one another to produce a complex account</li> </ul>

**STANDARD**

**RL.9-10.3** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify complex characters</li> <li><input type="checkbox"/> Determine where complex characters' multiple traits, personalities, and/or conflicting motivations appear in the text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Trace the complex characters' multiple traits, personalities, and/or conflicting motivations throughout the text</li> <li><input type="checkbox"/> Analyze how complex characters develop over the course of the text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze how complex characters interact with other characters</li> <li><input type="checkbox"/> Analyze how complex characters advance the plot in a text</li> <li><input type="checkbox"/> Analyze how complex characters develop the theme in a text</li> <li><input type="checkbox"/> Consistently demonstrate proficiency of RL.9-10.3 with a grade-level text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate RL.9-10.3 proficiency with an increasingly complex text above grade-level and/or an increasingly complex task</li> <li><input type="checkbox"/> Determine the author's choices as to how to develop elements of a story or drama</li> <li><input type="checkbox"/> Determine the author's choices as to how to relate elements of a story or drama</li> <li><input type="checkbox"/> Analyze the author's choices as to how to develop elements of a story or drama</li> <li><input type="checkbox"/> Analyze the author's choices as to how to relate elements of a story or drama</li> <li><input type="checkbox"/> Analyze the impact of the author's choices regarding how to develop elements of a story or drama</li> <li><input type="checkbox"/> Analyze the impact of the author's choices regarding how to relate elements of a story or drama</li> </ul>

**STANDARD**

**RL.9-10.4** Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine the meaning of words as they are used in the text</li>   <li><input type="checkbox"/> Determine the meaning of phrases as they are used in the text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze the cumulative impact of specific word choices</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze the cumulative impact of specific word choices on the meaning of the text</li>   <li><input type="checkbox"/> Analyze the cumulative impact of specific word choices on the tone of the text</li>   <li><input type="checkbox"/> Consistently demonstrate proficiency of RL.9-10.4 with a grade-level text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate RL.9-10.4 proficiency with an increasingly complex text above grade-level and/or an increasingly complex task</li>   <li><input type="checkbox"/> Analyze the impact of multiple meaning words on meaning</li>   <li><input type="checkbox"/> Analyze the impact of multiple meaning words on tone</li>   <li><input type="checkbox"/> Analyze the impact of engaging language on meaning</li>   <li><input type="checkbox"/> Analyze the impact of engaging language on tone</li> </ul>



**STANDARD**

**RL.9-10.5** Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine how the author structures the text</li> <li><input type="checkbox"/> Determine how the author orders events within the text</li> <li><input type="checkbox"/> Determine how the author manipulates time within the text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze an author’s choices concerning how to structure a text</li> <li><input type="checkbox"/> Analyze an author’s choices concerning how the author orders events within the text</li> <li><input type="checkbox"/> Analyze an author’s choices concerning how the author manipulates time within the text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze how an author’s choices concerning how to structure a text create effects such as mystery, tension, or surprise</li> <li><input type="checkbox"/> Analyze how an author’s choices concerning how to order events within a text create effects such as mystery, tension, or surprise</li> <li><input type="checkbox"/> Analyze how an author’s choices concerning how to manipulate time create effects such as mystery, tension, or surprise</li> <li><input type="checkbox"/> Consistently demonstrate proficiency of RL.9-10.5 with a grade-level text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate RL.9-10.5 proficiency with an increasingly complex text above grade-level and/or an increasingly complex task</li> <li><input type="checkbox"/> Determine an author’s choices concerning how to construct specific parts of a text</li> <li><input type="checkbox"/> Analyze an author’s choices concerning how to construct specific parts of a text</li> <li><input type="checkbox"/> Analyze how an author’s choices concerning how to construct specific parts of a text contribute to its overall structure</li> <li><input type="checkbox"/> Analyze how an author’s choices concerning how to construct specific parts of a text contribute to its meaning</li> <li><input type="checkbox"/> Analyze how an author’s choices concerning how to construct specific parts of a text contribute to its effect on the reader</li> </ul>

**STANDARD**

**RL.9-10.6** Analyze a particular perspective or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine the perspective or cultural experience in a work of literature from outside the United States</li>   <li><input type="checkbox"/> Interpret the perspective or cultural experience in world literature</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze a particular perspective or cultural experience reflected in a work of literature from outside the United States</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Draw on a wide reading of world literature, when analyzing a particular perspective or cultural experience in a work of literature from outside the United States</li>   <li><input type="checkbox"/> Consistently demonstrate proficiency of RL.9-10.6 with a grade-level text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate RL.9-10.6 proficiency with an increasingly complex text above grade-level and/or an increasingly complex task</li>   <li><input type="checkbox"/> Distinguish what is directly stated from what is really meant</li>   <li><input type="checkbox"/> Interpret what is directly stated in a text and what is really meant</li>   <li><input type="checkbox"/> Determine the true perspective revealed in a text when the author/narrator says one thing, but means another</li>   <li><input type="checkbox"/> Analyze the true perspective revealed in a text when the author/narrator says one thing, but means another</li> </ul>

**STANDARD**

**RL.9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<ul style="list-style-type: none"><li><input type="checkbox"/> Determine the subject or a key scene represented across mediums</li><li><input type="checkbox"/> Interpret the representation of each treatment</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Analyze the representation of a subject or a key scene in two different artistic mediums</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Analyze what is emphasized or absent in each treatment</li><li><input type="checkbox"/> Consistently demonstrate proficiency of RL.9-10.7 with grade-level representations</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Demonstrate RL.9-10.7 proficiency with an increasingly complex representations above grade-level and/or an increasingly complex task</li><li><input type="checkbox"/> Interpret multiple interpretations of a story, drama, or poem</li><li><input type="checkbox"/> Analyze multiple interpretations of a story, drama, or poem</li><li><input type="checkbox"/> Evaluate how each version of a story, drama, or poem interprets the source text</li></ul>

**STANDARD**

**RL.9-10.8** Not applicable to literature.

**STANDARD**

**RL.9-10.9** Analyze how an author adopts or adapts source material in a specific work.

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize that authors draw on themes, patterns of events, or character types from other works</li> <li><input type="checkbox"/> Determine the source material used in a specific work</li> <li><input type="checkbox"/> Demonstrate understanding of the source material used in a specific work</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Compare a source material's adoption or adaptation to its original</li> <li><input type="checkbox"/> Contrast a source material's adoption or adaptation to its original</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze how an author adopts or adapts source material in a specific work</li> <li><input type="checkbox"/> Consistently demonstrate proficiency of RL.9-10.9 with a grade-level text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate RL.9-10.9 proficiency with an increasingly complex text above grade-level and/or an increasingly complex task</li> <li><input type="checkbox"/> Interpret texts from the same time period</li> <li><input type="checkbox"/> Determine the themes addressed across texts from the same time period</li> <li><input type="checkbox"/> Determine the topics addressed across texts from the same time period</li> <li><input type="checkbox"/> Analyze how two or more texts from the same period treat similar themes</li> <li><input type="checkbox"/> Analyze how two or more texts from the same period treat similar topics</li> <li><input type="checkbox"/> Compare the approaches the authors take</li> </ul>

## STANDARD

**RL.9-10.10** By the end of grade 9, read and understand literature within the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

By the end of grade 10, read and understand literature at the high end of the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <li><input type="checkbox"/> Read and understand literature at the low end of the 9-10 text complexity band proficiently</li> <li><input type="checkbox"/> Independently read and understand literature at the low end of the 9-10 text complexity band</li> <li><input type="checkbox"/> Independently read and understand literature at the low end of the 9-10 text complexity band for sustained periods of time</li> <li><input type="checkbox"/> Connect prior knowledge and experiences to literature at the low end of the 9-10 text complexity band</li> <li><input type="checkbox"/> Connect experiences to literature at the low end of the 9-10 text complexity band</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read and understand literature within the 9-10 text complexity band proficiently</li> <li><input type="checkbox"/> Independently read and understand literature within the 9-10 text complexity band</li> <li><input type="checkbox"/> Independently read and understand literature within the 9-10 text complexity band for sustained periods of time</li> <li><input type="checkbox"/> Connect prior knowledge and experiences to literature within the 9-10 text complexity band</li> <li><input type="checkbox"/> Connect experiences to literature within the 9-10 text complexity band</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read and understand literature at the high end of the 9-10 text complexity band proficiently</li> <li><input type="checkbox"/> Independently read and understand literature at the high end of the 9-10 text complexity band</li> <li><input type="checkbox"/> Independently read and understand literature at the high end of the 9-10 text complexity band for sustained periods of time</li> <li><input type="checkbox"/> Connect prior knowledge and experiences to literature at the high end of the 9-10 text complexity band</li> <li><input type="checkbox"/> Connect experiences to literature at the high end of the 9-10 text complexity band</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate proficiency of RL.9-10.10 with a grade-level text, with increasing sustained periods of time</li> <li><input type="checkbox"/> Demonstrate RL.9-10.10 proficiency with an increasingly complex text and/or task</li> </ul>

## Reading Informational Text – Grade 9-10

### STANDARD

**RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Evaluate the strength of textual evidence	<input type="checkbox"/> Cite strong textual evidence to support an analysis of what the text says explicitly  <input type="checkbox"/> Cite strong textual evidence to support inferences drawn from the text  <input type="checkbox"/> Evaluate the thoroughness of strong textual evidence	<input type="checkbox"/> Cite thorough textual evidence to support an analysis of what the text says explicitly  <input type="checkbox"/> Cite thorough textual evidence to support inferences drawn from the text  <input type="checkbox"/> Consistently demonstrate proficiency of RI.9-10.1 with a grade-level text	<input type="checkbox"/> Demonstrate RI.9-10.1 proficiency with an increasingly complex text above grade-level and/or an increasingly complex task  <input type="checkbox"/> Cite strong textual evidence to support an analysis of where the text leaves matters uncertain  <input type="checkbox"/> Cite thorough textual evidence to support an analysis of where the text leaves matters uncertain

**STANDARD**

**RI.9-10.2** Determine a 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.

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine the central idea of a text</li> <li><input type="checkbox"/> Determine the key details in which the central idea reveals itself</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Trace the key details throughout the text</li> <li><input type="checkbox"/> Analyze the central idea's development in detail over the course the text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze how the central idea emerges through specific details in the text</li> <li><input type="checkbox"/> Analyze how the central idea is shaped through specific details in the text</li> <li><input type="checkbox"/> Analyze how the central idea is refined through specific details in the text</li> <li><input type="checkbox"/> Provide an objective summary of the text, using the central idea and key details</li> <li><input type="checkbox"/> Consistently demonstrate proficiency of RI.9-10.2 with a grade-level text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate RI.9-10.2 proficiency with an increasingly complex text above grade-level and/or an increasingly complex task</li> <li><input type="checkbox"/> Determine two or more central ideas of a text</li> <li><input type="checkbox"/> Determine where in the text two or more central ideas reveal themselves</li> <li><input type="checkbox"/> Trace the instances where two or more central ideas appear throughout the text</li> <li><input type="checkbox"/> Analyze two or more central ideas' development over the course of the text</li> <li><input type="checkbox"/> Analyze how two or more central ideas interact to produce a complex account</li> <li><input type="checkbox"/> Analyze how two or more central ideas build on one another to produce a complex account</li> </ul>

**STANDARD**

**RI.9-10.3** 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.

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine the analysis, series of ideas, or events</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Trace the analysis, series of ideas, or events throughout the text</li> <li><input type="checkbox"/> Analyze how the author unfolds an analysis or series of ideas or events</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze the order in which the points are made</li> <li><input type="checkbox"/> Analyze how points are introduced</li> <li><input type="checkbox"/> Analyze how points are developed</li> <li><input type="checkbox"/> Analyze the connections that are drawn between points</li> <li><input type="checkbox"/> Consistently demonstrate proficiency of RI.9-10.3 with a grade-level text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate RI.9-10.3 proficiency with an increasingly complex text above grade-level and/or an increasingly complex task</li> <li><input type="checkbox"/> Identify a complex set of ideas or sequence of events</li> <li><input type="checkbox"/> Analyze a complex set of ideas or sequence of events</li> <li><input type="checkbox"/> Trace the interactions of the individuals, ideas, or events over the course of the text</li> <li><input type="checkbox"/> Trace the development of the individuals, ideas, or events over the course of the text</li> <li><input type="checkbox"/> Explain how specific individuals, ideas, or events interact</li> <li><input type="checkbox"/> Explain how specific individuals, ideas, or events develop over the course of the text</li> </ul>



**STANDARD**

**RI.9-10.4** Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone.

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine the meaning of words as they are used in the text</li> <li><input type="checkbox"/> Determine the meaning of phrases as they are used in the text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze the cumulative impact of specific word choices</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze the cumulative impact of specific word choices on the meaning of the text</li> <li><input type="checkbox"/> Analyze the cumulative impact of specific word choices on the tone of the text</li> <li><input type="checkbox"/> Consistently demonstrate proficiency of RI.9-10.4 with a grade-level text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate RI.9-10.4 proficiency with an increasingly complex text above grade-level and/or an increasingly complex task</li> <li><input type="checkbox"/> Analyze how an author uses the meaning of a key term or terms over the course of a text</li> <li><input type="checkbox"/> Analyze how an author refines the meaning of a key term or terms over the course of a text</li> </ul>

**STANDARD**

**RI.9-10.5** Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine key sentences, paragraphs, or larger portions of texts where ideas or claims are developed</li>   <li><input type="checkbox"/> Trace the development of the author’s ideas or claims</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze how an author’s ideas or claims are developed by particular sentences, particular paragraphs, or particular larger portions of text</li>   <li><input type="checkbox"/> Determine key sentences, paragraphs, or larger portions of texts where ideas or claims are refined</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze how an author’s ideas or claims are refined by particular sentences, particular paragraphs, or particular larger portions of text</li>   <li><input type="checkbox"/> Consistently demonstrate proficiency of RI.9-10.5 with a grade-level text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate RI.9-10.5 proficiency with an increasingly complex text above grade-level and/or an increasingly complex task</li>   <li><input type="checkbox"/> Determine the structure an author uses in his or her exposition or argument</li>   <li><input type="checkbox"/> Determine the structure’s role in presenting the author’s argument</li>   <li><input type="checkbox"/> Analyze the effectiveness of the structure an author uses in his or her exposition or argument</li>   <li><input type="checkbox"/> Evaluate whether the structure makes points clear</li>   <li><input type="checkbox"/> Evaluate whether the structure makes points convincing</li>   <li><input type="checkbox"/> Evaluate whether the structure makes points engaging</li> </ul>

**STANDARD**

**RI.9-10.6** Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine an author’s point of view or purpose</li> <li><input type="checkbox"/> Determine the rhetoric used by the author</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze how the author uses rhetoric</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze how an author uses rhetoric to advance his/her point of view or purpose</li> <li><input type="checkbox"/> Consistently demonstrate proficiency of RI.9-10.6 with a grade-level text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate RI.9-10.6 proficiency with an increasingly complex text above grade-level and/or an increasingly complex task</li> <li><input type="checkbox"/> Determine effective rhetoric used by the author</li> <li><input type="checkbox"/> Analyze how the author’s style contributes to the power, and/or persuasiveness of the text</li> <li><input type="checkbox"/> Analyze how content contributes to the power and/or persuasiveness of the text</li> </ul>

**STANDARD**

**RI.9-10.7** Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine the subject being told across mediums</li> <li><input type="checkbox"/> Interpret each account of the subject told in each medium</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze various accounts of a subject told in different mediums</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine which details are emphasized in each account</li> <li><input type="checkbox"/> Consistently demonstrate proficiency of RI.9-10.7 with grade-level accounts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate RI.9-10.7 proficiency with increasingly complex accounts above grade-level and/or an increasingly complex task</li> <li><input type="checkbox"/> Select multiple sources of information appropriate for addressing a question or problem under study</li> <li><input type="checkbox"/> Interpret multiple sources of information appropriate for addressing a question or problem under study</li> <li><input type="checkbox"/> Evaluate multiple sources of information presented in different media or formats, including visually and quantitatively, as well as in words</li> <li><input type="checkbox"/> Integrate multiple sources of information presented in different media or formats, including visually and quantitatively, as well as in words</li> <li><input type="checkbox"/> Use the integration and evaluation of multiple sources of information to address a question or solve a problem</li> </ul>

**STANDARD**

**RI.9-10.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Delineate the argument and specific claims in a text</li> <li><input type="checkbox"/> Evaluate the argument and specific claims in a text</li> <li><input type="checkbox"/> Assess whether evidence is relevant</li> <li><input type="checkbox"/> Assess whether evidence is sufficient</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine the reasoning used in the text</li> <li><input type="checkbox"/> Interpret the reasoning used in the text</li> <li><input type="checkbox"/> Assess whether the reasoning is valid</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify false statements</li> <li><input type="checkbox"/> Identify fallacious reasoning</li> <li><input type="checkbox"/> Consistently demonstrate proficiency of RI.9-10.8 with a grade-level text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate RI.9-10.8 proficiency with an increasingly complex text above grade-level and/or an increasingly complex task</li> <li><input type="checkbox"/> Delineate the reasoning in texts</li> <li><input type="checkbox"/> Evaluate the reasoning in texts</li> <li><input type="checkbox"/> Evaluate the argument</li> </ul>

**STANDARD**

**RI.9-10.9** Analyze influential documents of historical and literary significance, including how they address related themes and concepts.

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate understanding of the historical and literary significance of the influential documents under study</li> <li><input type="checkbox"/> Interpret the influential documents of historical and literary significance under study</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze influential documents of historical and literary significance</li> <li><input type="checkbox"/> Determine the related themes addressed in the influential documents of historical and literary significance under study</li> <li><input type="checkbox"/> Determine the related concepts addressed in the influential documents of historical and literary significance under study</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze how influential documents of historical and literary significance address related themes</li> <li><input type="checkbox"/> Analyze how influential documents of historical and literary significance address related concepts</li> <li><input type="checkbox"/> Consistently demonstrate proficiency of RI.9-10.8 with grade-level documents</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate RI.9-10.9 proficiency with increasingly complex documents above grade-level and/or an increasingly complex task</li> <li><input type="checkbox"/> Interpret foundational U.S. and/or British documents</li> <li><input type="checkbox"/> Analyze foundational U.S. and/or British documents of historical and literary significance for their:               <ul style="list-style-type: none"> <li><input type="checkbox"/> themes</li> <li><input type="checkbox"/> purposes</li> <li><input type="checkbox"/> rhetorical features</li> </ul> </li> </ul>

## STANDARD

**RI.9-10.10** By the end of grade 9, read and understand informational texts within the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

By the end of grade 10, read and understand informational texts at the high end of the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <li><input type="checkbox"/> Read and understand informational texts at the low end of the 9-10 text complexity band proficiently</li> <li><input type="checkbox"/> Independently read and understand informational texts at the low end of the 9-10 text complexity band</li> <li><input type="checkbox"/> Independently read and understand informational texts at the low end of the 9-10 text complexity band for sustained periods of time</li> <li><input type="checkbox"/> Connect prior knowledge and experiences to informational texts at the low end of the 9-10 text complexity band</li> <li><input type="checkbox"/> Connect experiences to informational texts at the low end of the 9-10 text complexity band</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read and understand informational texts within the 9-10 text complexity band proficiently</li> <li><input type="checkbox"/> Independently read and understand informational texts within the 9-10 text complexity band</li> <li><input type="checkbox"/> Independently read and understand informational texts within the 9-10 text complexity band for sustained periods of time</li> <li><input type="checkbox"/> Connect prior knowledge and experiences to informational texts within the 9-10 text complexity band</li> <li><input type="checkbox"/> Connect experiences to informational texts within the 9-10 text complexity band</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read and understand informational texts at the high end of the 9-10 text complexity band proficiently</li> <li><input type="checkbox"/> Independently read and understand informational texts at the high end of the 9-10 text complexity band</li> <li><input type="checkbox"/> Independently read and understand informational texts at the high end of the 9-10 text complexity band for sustained periods of time</li> <li><input type="checkbox"/> Connect prior knowledge and experiences to informational texts at the high end of the 9-10 text complexity band</li> <li><input type="checkbox"/> Connect experiences to informational texts at the high end of the 9-10 text complexity band</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate proficiency of RI.9-10.10 with a grade-level text, with increasing sustained periods of time</li> <li><input type="checkbox"/> Demonstrate RI.9-10.10 proficiency with an increasingly complex text and/or task</li> </ul>

## Writing – Grade 9-10

### STANDARD

**W.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Organize information and ideas around a topic to plan and prepare to write.
- b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- d. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the argument presented.
- g. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<b>W.9-10.1</b>			
<input type="checkbox"/> Select relevant evidence  <input type="checkbox"/> Select sufficient evidence	<input type="checkbox"/> Determine valid reasoning	<input type="checkbox"/> Write arguments to support claims in an analysis of substantive topics or texts <ul style="list-style-type: none"> <li><input type="checkbox"/> Using valid reasoning</li> <li><input type="checkbox"/> Using relevant evidence</li> <li><input type="checkbox"/> Using sufficient evidence</li> </ul> <input type="checkbox"/> Consistently demonstrate proficiency of W.9-10.1 with a grade-level text, topic, and/or task	<input type="checkbox"/> Demonstrate W.9-10.1 proficiency with an increasingly complex text or topic above grade-level and/or an increasingly complex task



**W.1a** Gather information and ideas Select relevant and sufficient information Select relevant and sufficient ideas Organize information and ideas around a topic to plan and prepare to write Consistently demonstrate proficiency of W.9-10.1a with a grade-level text, topic, and/or task Demonstrate W.9-10.1a proficiency with an increasingly complex text or topic above grade-level and/or an increasingly complex task**W.1b** Determine the precise claim(s) to support the argument Identify alternate or opposing claim(s) Introduce precise claim(s) Distinguish the claim(s) from alternate or opposing claims Determine the relationships among claim(s), counterclaims, reasons, and evidence Create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence Consistently demonstrate proficiency of W.9-10.1b with a grade-level text, topic, and/or task Demonstrate W.9-10.1b proficiency with an increasingly complex text or topic above grade-level and/or an increasingly complex task Introduce knowledgeable claim(s) Establish the significance of the claim(s) Create an organization that logically sequences claim(s), counterclaims, reasons, and evidence

**W.1c**

<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop claim(s)</li> <li><input type="checkbox"/> Develop counterclaims</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop claim(s) fairly</li> <li><input type="checkbox"/> Develop counterclaims fairly</li> <li><input type="checkbox"/> Supply evidence for claim(s)</li> <li><input type="checkbox"/> Supply evidence for counterclaims</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Point out the strengths of claim(s) in a manner that anticipates the audience's:               <ul style="list-style-type: none"> <li><input type="checkbox"/> knowledge level</li> <li><input type="checkbox"/> concerns</li> </ul> </li> <li><input type="checkbox"/> Point out the strengths of counterclaims in a manner that anticipates the audience's:               <ul style="list-style-type: none"> <li><input type="checkbox"/> knowledge level</li> <li><input type="checkbox"/> concerns</li> </ul> </li> <li><input type="checkbox"/> Point out the limitations of claim(s) in a manner that anticipates the audience's:               <ul style="list-style-type: none"> <li><input type="checkbox"/> knowledge level</li> <li><input type="checkbox"/> concerns</li> </ul> </li> <li><input type="checkbox"/> Point out the limitations of counterclaims in a manner that anticipates the audience's:               <ul style="list-style-type: none"> <li><input type="checkbox"/> knowledge level</li> <li><input type="checkbox"/> concerns</li> </ul> </li> <li><input type="checkbox"/> Consistently demonstrate proficiency of W.9-10.1c with a grade-level text, topic, and/or task</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate W.9-10.1c proficiency with an increasingly complex text or topic above grade-level and/or an increasingly complex task</li> <li><input type="checkbox"/> Develop claim(s) and counterclaims thoroughly</li> <li><input type="checkbox"/> Supply the most relevant evidence for claim(s) and counterclaims</li> <li><input type="checkbox"/> Point out the strengths of claim(s) in a manner that anticipates the audience's:               <ul style="list-style-type: none"> <li><input type="checkbox"/> values</li> <li><input type="checkbox"/> possible biases</li> </ul> </li> <li><input type="checkbox"/> Point out the strengths of counterclaims in a manner that anticipates the audience's:               <ul style="list-style-type: none"> <li><input type="checkbox"/> values</li> <li><input type="checkbox"/> possible biases</li> </ul> </li> <li><input type="checkbox"/> Point out the limitations of claim(s) in a manner that anticipates the audience's:               <ul style="list-style-type: none"> <li><input type="checkbox"/> values</li> <li><input type="checkbox"/> possible biases</li> </ul> </li> <li><input type="checkbox"/> Point out the limitations of counterclaims in a manner that anticipates the audience's:               <ul style="list-style-type: none"> <li><input type="checkbox"/> values</li> <li><input type="checkbox"/> possible biases</li> </ul> </li> </ul>
---	--	--	--

**W.1d**

Use words, phrases, and clauses to create cohesion

Use words, phrases, and clauses to link major sections of the text

Use words, phrases, and clauses to clarify the relationships between claim(s) and reasons

Use words, phrases, and clauses to clarify the relationships between reasons and evidence

Use words, phrases, and clauses to clarify the relationships between claim(s) and counterclaims

Consistently demonstrate proficiency of W.9-10.1d with a grade-level text, topic, and/or task

Demonstrate W.9-10.1d proficiency with an increasingly complex text or topic above grade-level and/or an increasingly complex task

Use varied syntax to:

link the major sections of the text

create cohesion

clarify the relationships between claim(s) and reasons

clarify the relationships between reasons and evidence

clarify the relationships between claim(s) and counterclaims

**W.1e**

Establish and maintain a formal style

Determine the objectivity needed for the text or topic under study

Establish and maintain an objective tone

Determine the norms and conventions of the discipline in which the student is writing

Attend to the norms and conventions of the discipline in which the student is writing

Consistently demonstrate proficiency of W.9-10.1e with a grade-level text, topic, and/or task

Demonstrate W.9-10.1e proficiency with an increasingly complex text or topic above grade-level and/or an increasingly complex task

**W.1f**

<input type="checkbox"/> Provide a concluding statement or section	<input type="checkbox"/> Follow from the argument presented, when providing a concluding statement or section	<input type="checkbox"/> Support the argument presented, when providing a concluding statement or section  <input type="checkbox"/> Consistently demonstrate proficiency of W.9-10.1f with a grade-level text, topic, and/or task	<input type="checkbox"/> Demonstrate W.9-10.1f proficiency with an increasingly complex text or topic above grade-level and/or an increasingly complex task
--	---	---	---

**W.1g**

<input type="checkbox"/> Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach	<input type="checkbox"/> Determine what is most significant for a specific purpose  <input type="checkbox"/> Determine what is most significant for a specific audience	<input type="checkbox"/> Focus on addressing what is most significant for a specific purpose  <input type="checkbox"/> Focus on addressing what is most significant for a specific audience  <input type="checkbox"/> Consistently demonstrate proficiency of W.9-10.1g with a grade-level text, topic, and/or task	<input type="checkbox"/> Demonstrate W.9-10.1g proficiency with an increasingly complex text or topic above grade-level and/or an increasingly complex task
---	---	---	---

## STANDARD

**W.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Organize information and ideas around a topic to plan and prepare to write.
- b. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.
- c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- h. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Beginning	Progressing	Applying	Extending
<b>W.9-10.2</b>			
<input type="checkbox"/> Effectively select content  <input type="checkbox"/> Effectively analyze content	<input type="checkbox"/> Effectively organize content	<input type="checkbox"/> Write informative/ explanatory texts to examine and: <input type="checkbox"/> clearly convey complex ideas, concepts, information <input type="checkbox"/> accurately convey complex ideas, concepts, information  <input type="checkbox"/> Consistently demonstrate proficiency of W.9-10.2 with a grade-level text, topic, and/or task	<input type="checkbox"/> Demonstrate W.9-10.2 proficiency with increasingly complex ideas, concepts, and information above grade-level and/or an increasingly complex task

**W.2a** Gather information and ideas Effectively select information Effectively select ideas Organize information and ideas around a topic to plan and prepare to write Consistently demonstrate proficiency of W.9-10.2a with a grade-level text, topic, and/or task Demonstrate W.9-10.2a proficiency with increasingly complex ideas, concepts, and information above grade-level and/or an increasingly complex task**W.2b** Introduce a topic Organize complex ideas Organize complex concepts Organize complex information Organize complex ideas to make important connections Organize complex concepts to make important connections Organize complex information to make important connections Organize complex ideas to make important distinctions Organize complex concepts to make important distinctions Organize complex information to make important distinctions Include formatting, graphics, and multimedia when useful to aiding comprehension Consistently demonstrate proficiency of W.9-10.2b with a grade-level text, topic, and/or task Demonstrate W.9-10.2b proficiency with increasingly complex ideas, concepts, and information above grade-level and/or an increasingly complex task Organize complex ideas so that each new element builds on that which precedes it to create a unified whole Organize complex concepts so that each new element builds on that which precedes it to create a unified whole Organize complex information so that each new element builds on that which precedes it to create a unified whole

W.2c

- Develop the topic with:
  - relevant facts
  - relevant definitions
  - relevant concrete details
  - relevant quotations
  - other relevant information and examples

- Develop the topic with:
  - well-chosen facts
  - well-chosen definitions
  - well-chosen concrete details
  - well-chosen quotations
  - other well-chosen information and examples

- Develop the topic with:
  - sufficient facts
  - sufficient concrete details
  - sufficient quotations

- Develop the topic with:
  - sufficient extended definitions
  - sufficient examples appropriate to the audience's knowledge of the topic
  - other sufficient information appropriate to the audience's knowledge of the topic

- Consistently demonstrate proficiency of W.9-10.2c with a grade-level text, topic, and/or task

- Demonstrate W.9-10.2c proficiency with increasingly complex ideas, concepts, and information above grade-level and/or an increasingly complex task

- Develop the topic thoroughly with:
  - the most significant facts
  - the most significant extended definitions
  - the most significant concrete details
  - the most significant quotations
  - the most significant examples appropriate to the audience's knowledge of the topic
  - Other information appropriate to the audience's knowledge of the topic that is most significant

- Develop the topic thoroughly with the most relevant:
  - facts
  - extended definitions
  - concrete details
  - quotations
  - examples appropriate to the audience's knowledge of the topic
  - other information appropriate to the audience's knowledge of the topic

**W.2d**

- Use appropriate transitions to create cohesion
- Use varied transitions to create cohesion

- Use appropriate transitions to link the major sections of the text
- Use varied transitions to link the major sections of the text

- Use appropriate transitions to clarify the relationships among complex ideas and concepts
- Use varied transitions to clarify the relationships among complex ideas and concepts
- Consistently demonstrate proficiency of W.9-10.2d with a grade-level text, topic, and/or task

- Demonstrate W.9-10.2d proficiency with increasingly complex ideas, concepts, and information above grade-level and/or an increasingly complex task
- Use appropriate and varied syntax to link the major sections of the text
- Use appropriate and varied syntax to create cohesion among complex ideas and concepts
- Use appropriate and varied syntax to clarify the relationships among complex ideas and concepts

**W.2e**

- Determine the complexity of the topic

- Select precise language to manage the complexity of the topic
- Select domain-specific vocabulary to manage the complexity of the topic

- Use precise language to manage the complexity of a topic
- Use domain-specific vocabulary to manage the complexity of the topic
- Consistently demonstrate proficiency of W.9-10.2e with a grade-level text, topic, and/or task

- Demonstrate W.9-10.2e proficiency with increasingly complex ideas, concepts, and information above grade-level and/or an increasingly complex task
- Use techniques such as metaphor, simile, and analogy to manage the complexity of a topic



**W.2f**

Establish and maintain a formal style

Determine the objectivity needed for the text or topic under study

Establish and maintain an objective tone

Determine the norms and conventions of the discipline in which the student is writing

Attend to the norms and conventions of the discipline in which students are writing about a grade-level topic

Consistently demonstrate proficiency of W.9-10.2f with a grade-level text, topic, and/or task

Demonstrate W.9-10.2f proficiency with increasingly complex ideas, concepts, and information above grade-level and/or an increasingly complex task

**W.2g**

Provide a concluding statement or section

Follow from the argument presented, when providing a concluding statement or section

Support the argument presented, when providing a concluding statement or section

Consistently demonstrate proficiency of W.9-10.2g with a grade-level text, topic, and/or task

Demonstrate W.9-10.2g proficiency with increasingly complex ideas, concepts, and information above grade-level and/or an increasingly complex task

**W.2h**

Develop and strengthen writing as needed by revising

Develop and strengthen writing as needed by editing

Develop and strengthen writing as needed by rewriting

Develop and strengthen writing as needed by trying a new approach

Determine what is most significant for a specific purpose

Determine what is most significant for a specific audience

Focus on addressing what is most significant for a specific purpose

Focus on addressing what is most significant for a specific audience

Consistently demonstrate proficiency of W.9-10.2h with a grade-level text, topic, and/or task

Demonstrate W.9-10.2h proficiency with increasingly complex ideas, concepts, and information above grade-level and/or an increasingly complex task

**STANDARD**

**W.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Organize information and ideas around a topic to plan and prepare to write.
- b. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- f. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- g. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Beginning	Progressing	Applying	Extending
<b>W.9-10.3</b>			
<input type="checkbox"/> Choose significant experiences or events	<input type="checkbox"/> Select significant details  <input type="checkbox"/> Effectively sequence events  <input type="checkbox"/> Select appropriate techniques for developing narrative elements	<input type="checkbox"/> Write narratives to develop real or imagined experiences or events by: <ul style="list-style-type: none"> <li><input type="checkbox"/> using effective technique</li> <li><input type="checkbox"/> using well-chosen details</li> <li><input type="checkbox"/> using well-structured event sequences</li> </ul> <input type="checkbox"/> Consistently demonstrate proficiency of W.9-10.3 with a grade-level text, topic, and/or task	<input type="checkbox"/> Demonstrate W.9-10.3 proficiency with increasingly complex experiences or events above grade-level and/or an increasingly complex task

**W.9-10.3a** Gather information and ideas Select significant information Select significant ideas Organize information and ideas around a topic to plan and prepare to write Consistently demonstrate proficiency of W.9-10.3a with a grade-level topic and/or task Demonstrate W.9-10.3a proficiency with increasingly complex experiences or events above grade-level and/or an increasingly complex task**W.9-10.3b** Engage and orient the reader Introduce a narrator and/or characters Set out a problem, situation, or observation Establish one or multiple point(s) of view Create a smooth progression of experiences or events Consistently demonstrate proficiency of W.9-10.3b with a grade-level topic and/or task Demonstrate W.9-10.3a proficiency with increasingly complex experiences or events above grade-level and/or an increasingly complex task Include its significance, when setting out a problem, situation, or observation**W.9-10.3c** Use narrative techniques to develop experiences, events, and/or characters Use dialogue to develop experiences, events, and/or characters Use pacing to develop experiences, events, and/or characters Use description to develop experiences, events, and/or characters Use reflection to develop experiences, events, and/or characters Use multiple plot lines to develop experiences Use multiple plot lines to develop events Use multiple plot lines to develop characters Consistently demonstrate proficiency of W.9-10.3c with a grade-level topic and/or task Demonstrate W.9-10.3c proficiency with increasingly complex experiences or events above grade-level and/or an increasingly complex task

**W.9-10.3d**

Select and/or recognize appropriate techniques for sequencing events

Use a variety of techniques to sequence events

Use a variety of techniques to build on one event to another

Use a variety of techniques to create a coherent whole

Consistently demonstrate proficiency of W.9-10.3d with a grade-level topic and/or task

Demonstrate W.9-10.3d proficiency with increasingly complex experiences or events above grade-level and/or an increasingly complex task

Use a variety of techniques to build toward a particular tone

Use a variety of techniques to build toward a particular outcome

**W.9-10.3e**

Use precise words and phrases

Use sensory language

Use telling details

Convey a vivid picture of the experiences

Convey a vivid picture of the events

Convey a vivid picture of the setting

Convey a vivid picture of characters

Consistently demonstrate proficiency of W.9-10.3e with a grade-level topic and/or task

Demonstrate W.9-10.3d proficiency with increasingly complex experiences or events above grade-level and/or an increasingly complex task

**W.9-10.3f**

<input type="checkbox"/> Provide a conclusion	<input type="checkbox"/> Follow from what is experienced, observed, or resolved over the course of the narrative, when providing a conclusion	<input type="checkbox"/> Reflect on what is experienced, observed, or resolved over the course of the narrative, when providing a conclusion  <input type="checkbox"/> Consistently demonstrate proficiency of W.9-10.3f with a grade-level topic and/or task	<input type="checkbox"/> Demonstrate W.9-10.3f proficiency with increasingly complex experiences or events above grade-level and/or an increasingly complex task
---	---	---	--

**W.9-10.3g**

<input type="checkbox"/> Develop and strengthen writing as needed by revising  <input type="checkbox"/> Develop and strengthen writing as needed by editing  <input type="checkbox"/> Develop and strengthen writing as needed by rewriting  <input type="checkbox"/> Develop and strengthen writing as needed by trying a new approach	<input type="checkbox"/> Determine what is most significant for a specific purpose  <input type="checkbox"/> Determine what is most significant for a specific audience	<input type="checkbox"/> Focus on addressing what is most significant for a specific purpose  <input type="checkbox"/> Focus on addressing what is most significant for a specific audience  <input type="checkbox"/> Consistently demonstrate proficiency of W.9-10.3g with a grade-level topic and/or task	<input type="checkbox"/> Demonstrate W.9-10.3g proficiency with increasingly complex experiences or events above grade-level and/or an increasingly complex task
---	---	--	--

**STANDARD**

**W.9-10.4** Use digital tools and resources to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Use digital tools and resources to produce writing</li> <li><input type="checkbox"/> Use digital tools and resources to publish writing</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use digital tools and resources to update individual or shared writing products</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Take advantage of technology’s capacity to link to other information</li> <li><input type="checkbox"/> Take advantage of technology’s capacity to display information flexibly and dynamically</li> <li><input type="checkbox"/> Consistently demonstrate proficiency of W.9-10.4 with grade-level writing products</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate W.9-10.4 proficiency with an increasingly complex text above grade-level and/or an increasingly complex task</li> <li><input type="checkbox"/> Use digital tools and resources to update individual or shared writing products in response to ongoing feedback</li> <li><input type="checkbox"/> include new arguments or information</li> </ul>

**STANDARD**

**W.9-10.5** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct short, research projects to answer a question (including a self-generated question)</li> <li><input type="checkbox"/> Self-generate questions that are appropriately complex for the grade-level</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct sustained, research projects to answer a question (including a self-generated question)</li> <li><input type="checkbox"/> Conduct short, research projects to solve a problem</li> <li><input type="checkbox"/> Conduct sustained, research projects to solve a problem</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Narrow the inquiry when appropriate, when conducting research</li> <li><input type="checkbox"/> Broaden the inquiry when appropriate, when conducting research</li> <li><input type="checkbox"/> Synthesize multiple sources on the subject to demonstrate understanding of the subject under investigation</li> <li><input type="checkbox"/> Consistently demonstrate proficiency of W.9-10.5 with grade-level research projects and/or sources</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate W.9-10.5 proficiency with increasingly complex sources above grade-level and/or an increasingly complex task</li> <li><input type="checkbox"/> Conduct increasingly sustained research projects to answer a question</li> <li><input type="checkbox"/> Conduct increasingly sustained research projects to solve a problem</li> </ul>

**STANDARD**

**W.9-10.6** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Use advanced searches</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use advanced searches effectively to find authoritative print and digital sources</li> <li><input type="checkbox"/> Assess the usefulness of each source in answering the research question</li> <li><input type="checkbox"/> Gather relevant information from multiple authoritative print and digital sources</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Integrate information into the text selectively to maintain the flow of ideas</li> <li><input type="checkbox"/> Avoid plagiarism</li> <li><input type="checkbox"/> Follow a standard format for citation</li> <li><input type="checkbox"/> Consistently demonstrate proficiency of W.9-10.6 with a grade-level sources</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate W.9-10.6 proficiency with increasingly complex sources above grade-level and/or an increasingly complex task</li> <li><input type="checkbox"/> Assess the strengths of each source in terms of the task, purpose, and audience</li> <li><input type="checkbox"/> Assess the limitations of each source in terms of the task, purpose, and audience</li> <li><input type="checkbox"/> Avoid overreliance on any one source</li> </ul>



## Speaking and Listening – Grade 9-10

### STANDARD

**SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
- 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.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Beginning	Progressing	Applying	Extending
<b>SL.9-10.1</b>			
<input type="checkbox"/> Express their own ideas clearly	<input type="checkbox"/> Express their own ideas persuasively  <input type="checkbox"/> Build on others’ ideas	<input type="checkbox"/> Initiate a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues <ul style="list-style-type: none"> <li><input type="checkbox"/> one-on-one</li> <li><input type="checkbox"/> in groups</li> <li><input type="checkbox"/> teacher-led</li> </ul> <input type="checkbox"/> Participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues <ul style="list-style-type: none"> <li><input type="checkbox"/> one-on-one</li> <li><input type="checkbox"/> in groups</li> <li><input type="checkbox"/> teacher-led</li> </ul> <input type="checkbox"/> Consistently demonstrate proficiency of SL.9-10.1 with grade-level topics, texts, issues, and/or tasks	<input type="checkbox"/> Demonstrate SL.9-10.1 proficiency with increasingly complex texts above grade-level and/or increasingly complex topics, issues, and/or tasks

**SL.9-10.1a**

Come to discussions prepared, having read and researched material under study

Explicitly draw on preparation by referring to evidence from texts and other research on the topic or issue

Refer to evidence to stimulate a thoughtful, well-reasoned exchange of ideas

Consistently demonstrate proficiency of SL.9-10.1a with grade-level topics, texts, issues, and/or tasks

Demonstrate SL.9-10.1a proficiency with increasingly complex texts above grade-level and/or increasingly complex topics, issues, and/or tasks

**SL.9-10.1b**

Follow rules for collegial discussions

Follow rules for decision-making

Work with peers to set rules for collegial discussions

Work with peers to set rules for decision-making

Work with peers to set clear goals and deadlines

Work with peers to define individual roles, as needed

Consistently demonstrate proficiency of SL.9-10.1b with grade-level topics, texts, issues, and/or tasks

Demonstrate SL.9-10.1a proficiency with increasingly complex texts above grade-level and/or increasingly complex topics, issues, and/or tasks

Follow rules for civil, democratic discussions

Work with peers to promote civil, democratic discussions

Establish individual roles as needed

**SL.9-10.1c**

<ul style="list-style-type: none"> <li><input type="checkbox"/> Propel conversations by posing questions</li> <li><input type="checkbox"/> Propel conversations by responding to questions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Propel conversations by posing questions that relate the current discussion to broader themes or larger ideas</li> <li><input type="checkbox"/> Propel conversations by responding to questions that relate the current discussion to broader themes or larger ideas</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Actively incorporate others into the discussion</li> <li><input type="checkbox"/> Clarify ideas and conclusions</li> <li><input type="checkbox"/> Verify ideas and conclusions</li> <li><input type="checkbox"/> Challenge ideas and conclusions</li> <li><input type="checkbox"/> Consistently demonstrate proficiency of SL.9-10.1c with grade-level topics, texts, issues, and/or tasks</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate SL.9-10.1a proficiency with increasingly complex texts above grade-level and/or increasingly complex topics, issues, and/or tasks</li> <li><input type="checkbox"/> Propel conversations by posing questions that probe reasoning and evidence</li> <li><input type="checkbox"/> Propel conversations by responding to questions that probe reasoning and evidence</li> <li><input type="checkbox"/> Ensure a hearing for a full range of positions on a topic or issue</li> <li><input type="checkbox"/> Promote divergent and creative perspectives</li> </ul>
---	---	---	--

**SL.9-10.1d**

<ul style="list-style-type: none"> <li><input type="checkbox"/> Qualify or justify one's own views, when warranted</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Respond thoughtfully to diverse perspectives</li> <li><input type="checkbox"/> Summarize points of agreement</li> <li><input type="checkbox"/> Summarize points of disagreement</li> <li><input type="checkbox"/> Qualify or justify one's own understanding, if warranted</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Make new connections in light of the evidence</li> <li><input type="checkbox"/> Make new connections in light of the reasoning presented</li> <li><input type="checkbox"/> Consistently demonstrate proficiency of SL.9-10.1d with grade-level topics, texts, issues, and/or tasks</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate SL.9-10.1a proficiency with increasingly complex texts above grade-level and/or increasingly complex topics, issues, and/or tasks</li> <li><input type="checkbox"/> Synthesize comments, claims, and evidence made on all sides of an issue</li> <li><input type="checkbox"/> Resolve contradictions when possible</li> </ul>
---	---	---	---

			<input type="checkbox"/> Determine what additional information or research is required to deepen the investigation or complete the task
--	--	--	---

**STANDARD**

**SL.9-10.2** Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source.

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<input type="checkbox"/> Analyze multiple sources of information presented in diverse media or formats	<input type="checkbox"/> Evaluate the credibility of each source  <input type="checkbox"/> Evaluate accuracy of each source	<input type="checkbox"/> Integrate multiple sources of information presented in diverse media or formats  <input type="checkbox"/> Consistently demonstrate proficiency of SL.9-10.2 with grade-level sources and/or tasks	<input type="checkbox"/> Demonstrate SL.9-10.2 proficiency with increasingly complex sources above grade-level and/or increasingly complex topics, issues, and/or tasks  <input type="checkbox"/> Note any discrepancies among the data across sources  <input type="checkbox"/> Use integrated sources of information to make informed decisions  <input type="checkbox"/> Use integrated sources of information to solve problems

**STANDARD**

**SL.9-10.3** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Delineate the speaker’s point of view</li> <li><input type="checkbox"/> Delineate the speaker’s reasoning</li> <li><input type="checkbox"/> Delineate the speaker’s evidence</li> <li><input type="checkbox"/> Delineate the speaker’s rhetoric</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluate a speaker’s point of view</li> <li><input type="checkbox"/> Evaluate a speaker’s reasoning</li> <li><input type="checkbox"/> Evaluate a speaker’s use of evidence</li> <li><input type="checkbox"/> Evaluate a speaker’s use of rhetoric</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify any fallacious reasoning or exaggerated or distorted evidence</li> <li><input type="checkbox"/> Consistently demonstrate proficiency of SL.9-10.3 with grade-level texts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate SL.9-10.3 proficiency with increasingly complex texts above grade-level and/or increasingly complex tasks</li> <li><input type="checkbox"/> Assess the stance used</li> <li><input type="checkbox"/> Assess the premises used</li> <li><input type="checkbox"/> Assess the links among ideas used</li> <li><input type="checkbox"/> Assess the word choice used</li> <li><input type="checkbox"/> Assess the points of emphasis used</li> <li><input type="checkbox"/> Assess the tone used</li> </ul>

**STANDARD**

**SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Select information, findings, and supporting evidence to present</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure substance of the presentation is appropriate to purpose, audience, and task</li> <li><input type="checkbox"/> Ensure organization of the presentation is appropriate to purpose, audience, and task</li> <li><input type="checkbox"/> Ensure development of the presentation is appropriate to purpose, audience, and task</li> <li><input type="checkbox"/> Ensure style of the presentation is appropriate to purpose, audience, and task</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Clearly present information, findings, and supporting evidence, such that listeners can follow the line of reasoning</li> <li><input type="checkbox"/> Concisely present information, findings, and supporting evidence, such that listeners can follow the line of reasoning</li> <li><input type="checkbox"/> Logically present information, findings, and supporting evidence, such that listeners can follow the line of reasoning</li> <li><input type="checkbox"/> Consistently demonstrate proficiency of SL.9-10.4 with grade-level texts, topics, and/or tasks</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate SL.9-10.4 proficiency with increasingly complex texts above grade-level and/or increasingly complex topics and/or tasks</li> <li><input type="checkbox"/> Present information, findings, and supporting evidence in a way that conveys a clear and distinct perspective such that listeners can follow the line of reasoning</li> <li><input type="checkbox"/> Address alternative or opposing perspectives</li> <li><input type="checkbox"/> Present information, findings, and supporting evidence for a range of formal and informal tasks</li> </ul>

**STANDARD**

**SL.9-10.5** Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<input type="checkbox"/> Use digital media in presentations	<input type="checkbox"/> Make strategic use of digital media in presentations to add interest	<input type="checkbox"/> Make strategic use of digital media in presentations to: <ul style="list-style-type: none"> <li><input type="checkbox"/> enhance understanding of findings</li> <li><input type="checkbox"/> enhance understanding of reasoning</li> <li><input type="checkbox"/> enhance understanding of evidence</li> </ul> <input type="checkbox"/> Consistently demonstrate proficiency of SL.9-10.5 with grade-level texts, topics, and/or tasks	<input type="checkbox"/> Demonstrate SL.9-10.5 proficiency with increasingly complex texts above grade-level and/or increasingly complex topics and/or tasks

## Language – Grade 9-10

### STANDARD

**L.9-10.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure subject/verb agreement</li> <li><input type="checkbox"/> Use nouns accurately</li> <li><input type="checkbox"/> Recognize, form, and use verbs accurately</li> <li><input type="checkbox"/> Form and use adjectives accurately</li> <li><input type="checkbox"/> Use conjunctions accurately</li> <li><input type="checkbox"/> Produce accurate sentences and choose sentences for differing relationships between ideas</li> <li><input type="checkbox"/> Form and use prepositions accurately</li> <li><input type="checkbox"/> Recognize, ensure, use, and apply pronouns accurately</li> <li><input type="checkbox"/> Use determiners correctly</li> <li><input type="checkbox"/> Use commonly confused words accurately</li> <li><input type="checkbox"/> Use interjections accurately</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently demonstrate strong command of conventions within the K-8 Continua</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Apply the following to create a unique style and voice when writing or speaking:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> subject/verb agreement</li> <li><input type="checkbox"/> nouns</li> <li><input type="checkbox"/> verbs</li> <li><input type="checkbox"/> adjectives</li> <li><input type="checkbox"/> conjunctions</li> <li><input type="checkbox"/> adverbs</li> <li><input type="checkbox"/> sentences</li> <li><input type="checkbox"/> prepositions</li> <li><input type="checkbox"/> pronouns</li> <li><input type="checkbox"/> determiners</li> <li><input type="checkbox"/> commonly confused words</li> <li><input type="checkbox"/> interjections</li> <li><input type="checkbox"/> phrases and clauses</li> <li><input type="checkbox"/> variations from standard English</li> <li><input type="checkbox"/> strategies for expression in conventional language</li> </ul> </li> <li><input type="checkbox"/> Apply the following with increasing sophistication and effect:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> subject/verb agreement</li> <li><input type="checkbox"/> nouns</li> <li><input type="checkbox"/> verbs</li> <li><input type="checkbox"/> adjectives</li> <li><input type="checkbox"/> conjunctions</li> <li><input type="checkbox"/> adverbs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate L.9-10.1 proficiency with increasingly complex texts above grade-level and/or increasingly complex topics and/or tasks</li> </ul>



<ul style="list-style-type: none"> <li><input type="checkbox"/> Explain, place, form, and use phrases and clauses accurately</li> <li><input type="checkbox"/> Recognize variations from standard English in writing and speaking</li> <li><input type="checkbox"/> Identify and use strategies to improve expression in conventional language</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> sentences</li> <li><input type="checkbox"/> prepositions</li> <li><input type="checkbox"/> pronouns</li> <li><input type="checkbox"/> determiners</li> <li><input type="checkbox"/> commonly confused words</li> <li><input type="checkbox"/> interjections</li> <li><input type="checkbox"/> phrases and clauses</li> <li><input type="checkbox"/> variations from standard English</li> <li><input type="checkbox"/> strategies for expression in conventional language</li> <li><input type="checkbox"/> Consistently demonstrate proficiency of L.9-10.1 with grade-level texts, topics, and/or tasks</li> </ul>	
---	--	--	--

**STANDARD**

**L.9-10.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <li><input type="checkbox"/> Use capitalization accurately</li> <li><input type="checkbox"/> Use and apply punctuation accurately</li> <li><input type="checkbox"/> Spell words correctly</li> <li><input type="checkbox"/> Consult reference materials as needed to check and correct spellings</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consistently demonstrate strong command of conventions within the K-8 Continua</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Apply the following to create a unique style and voice when writing or speaking:               <ul style="list-style-type: none"> <li><input type="checkbox"/> capitalization</li> <li><input type="checkbox"/> punctuation</li> <li><input type="checkbox"/> spelling</li> </ul> </li> <li><input type="checkbox"/> Apply the following with increasing sophistication and effect:               <ul style="list-style-type: none"> <li><input type="checkbox"/> capitalization</li> <li><input type="checkbox"/> punctuation</li> <li><input type="checkbox"/> spelling</li> </ul> </li> <li><input type="checkbox"/> Consistently demonstrate proficiency of L.9-10.2 with grade-level texts, topics, and/or tasks</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate L.9-10.2 proficiency with increasingly complex texts above grade-level and/or increasingly complex topics and/or tasks</li> </ul>

## STANDARD

**L.9-10.3** 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.

- a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
- b. Use parallel structure.

**Note:** Substandards “a” and “b” are not separated from the main standard, as seen in W.9-10.1 - W.9-10.3 and SL.9-10.1. The substandards L.9-10.3a and L.9-10.3b are included in the progression of L.9-10.3 as a whole to provide clarity on the skills and expectations of the standard.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <li><input type="checkbox"/> Use knowledge of language and its conventions when:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> writing</li> <li><input type="checkbox"/> speaking</li> <li><input type="checkbox"/> reading</li> <li><input type="checkbox"/> listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Apply knowledge of language to:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> understand how language functions in different contexts</li> <li><input type="checkbox"/> make effective choices for meaning</li> <li><input type="checkbox"/> make effective choices for style</li> <li><input type="checkbox"/> comprehend more fully when reading or listening to grade-level, complex texts</li> </ul> </li> <li><input type="checkbox"/> Identify the style manual appropriate for the discipline in which the student is writing</li> <li><input type="checkbox"/> Identify inconsistencies in word patterns</li> <li><input type="checkbox"/> Determine ideas that have the same level of importance</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline</li> <li><input type="checkbox"/> Use parallel structure</li> <li><input type="checkbox"/> Consistently demonstrate proficiency of L.9-10.3 with grade-level texts, and/or tasks</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate L.9-10.3 proficiency with increasingly complex texts above grade-level and/or increasingly complex topics and/or tasks</li> <li><input type="checkbox"/> Determine the proper order of words appropriate for the context in which students are writing</li> <li><input type="checkbox"/> Determine the proper order of words appropriate for the meaning students aim to convey</li> <li><input type="checkbox"/> Use proper syntax when writing and editing work</li> <li><input type="checkbox"/> Vary syntax for effect, consulting references for guidance as needed</li> <li><input type="checkbox"/> Apply an understanding of syntax to the study of complex texts when reading</li> </ul>

**STANDARD**

**L.9-10.4** Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<input type="checkbox"/> Determine the meaning of unknown words and phrases based on grade-level reading and content	<input type="checkbox"/> Clarify the meaning of multiple-meaning words and phrases based on grade-level reading and content	<input type="checkbox"/> Choose flexibly from a range of strategies to determine and/or clarify the meaning of words and phrases: <input type="checkbox"/> context clues <input type="checkbox"/> word parts <input type="checkbox"/> word relationships <input type="checkbox"/> reference materials  <input type="checkbox"/> Consistently demonstrate proficiency of L.9-10.4 with grade-level texts	<input type="checkbox"/> Demonstrate L.9-10.4 proficiency with increasingly complex texts above grade-level

**STANDARD**

**L.9-10.5** Demonstrate understanding of figurative language and nuances in word meanings.

- a. Interpret figures of speech in context and analyze their role in the text based on grades 9-10 reading and content.
- b. Analyze nuances in the meaning of words with similar denotations.

**Note:** Substandards “a” and “b” are not separated from the main standard, as seen in W.9-10.1 - W.9-10.3 and SL.9-10.1. The substandards L.9-10.5a and L.9-10.5b are included in the progression of L.9-10.5 as a whole to provide clarity on the skills and expectations of the standard.

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Interpret figures of speech in context based on grade-level reading and content</li> <li><input type="checkbox"/> Distinguish among the connotations of words with similar denotations</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze figurative language’s role in text based on grade-level reading and content</li> <li><input type="checkbox"/> Analyze nuances in the meaning of words with similar denotations based on grade-level reading and content</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate understanding of figurative language based on grade-level reading and content</li> <li><input type="checkbox"/> Demonstrate understanding of nuances in word meanings based on grade-level reading and content</li> <li><input type="checkbox"/> Consistently demonstrate proficiency of L.9-10.5 with grade-level texts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate L.9-10.5 proficiency with increasingly complex texts above grade-level</li> </ul>

**STANDARD**

**L.9-10.6** 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 developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<b>Beginning</b>	<b>Progressing</b>	<b>Applying</b>	<b>Extending</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Acquire general academic and domain-specific words and phrases</li> <li><input type="checkbox"/> Accurately use general academic and domain-specific words and phrases</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Acquire general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level</li> <li><input type="checkbox"/> Accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression</li> <li><input type="checkbox"/> Consistently demonstrate proficiency of L.9-10.6 with grade-level texts, topics, and/or tasks</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate L.9-10.6 proficiency with increasingly complex texts above grade-level and/or increasingly complex tasks</li> </ul>