

Kansas Performance Level Descriptors

9th–10th Grade English Language Arts

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Cluster: Key Ideas & Details

Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

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.

PLDs:

Evidence Statement		
1. The student will identify strong and thorough text evidence (explicit details and/or implicit information) to support a given inference or conclusion based on a text.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Explain explicit evidence from the text to support a simple inference or conclusion.● Explain implicit information and make simple connections to the inference or conclusion.● Compare the relationship between explicit and implicit details and/or information to show clear understanding of the inference or conclusion.	<ul style="list-style-type: none">● Analyze text to find strong and thorough evidence (both explicit details and/or implicit information).● Justify an inference or conclusion using evidence.	<ul style="list-style-type: none">● Evaluate the strength and validity of both explicit and implicit evidence from a text.● Synthesize the explicit details and implicit information to interpret the given inference or conclusion.● Construct a well-supported and complex argument, integrating multiple pieces of evidence and considering alternative interpretations.

Cluster: Key Ideas & Details

Identify or summarize central ideas, key events, or the sequence of events presented in a text.

Standard: RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development; provide an objective summary of the text.

PLDs:

Evidence Statement		
1. The student will determine or summarize a theme or central idea and its development throughout a text.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Determine explicit meaning or main idea from a text.● Explain how the topic or central idea emerges but uses general or broad ideas from the text.● Provide a summary that shows understanding of the author's message, including a few key details from the text.	<ul style="list-style-type: none">● Determine a clear and accurate theme or central idea of a text demonstrating the author's intended message.● Analyze how the theme or central idea develops over the course of the text using relevant textual evidence.● Construct an objective summary that demonstrates understanding of the author's message by using accurate evidence.	<ul style="list-style-type: none">● Evaluate the complexity of the theme or central idea of a text showing the nuanced message of the author.● Evaluate how the themes or central ideas deepen through the text using strong, accurate details and evidence from the text to prove the author's message.● Evaluate key ideas to create a polished and objective summary using strong textual evidence.

Cluster: Key Ideas & Details

Describe and demonstrate understanding of and connection between literary elements, including theme, characters, setting, dialogue, and conflict.

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.

PLDs:

Evidence Statement		
1. The student will analyze how characters develop, interact, and advance the plot.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Explain how characters' traits, motivations, and decisions develop throughout the text.● Explain how dialogue and setting contribute to character development or conflict with general information.● Explain how interactions between characters may impact the plot or help develop the theme.● Provide textual evidence that supports character development.	<ul style="list-style-type: none">● Analyze how a complex character's traits, motivations, and interaction develop throughout the text.● Analyze how literary elements such as setting, dialogue, and conflict work together to develop the main character(s) and advance the plot.● Analyze how a character's growth reflects the author's intended message or theme.● Provide strong textual evidence to show character development and plot advancements.	<ul style="list-style-type: none">● Evaluate the complexity of character development, including conflicting motivations and internal conflicts.● Evaluate how the author's use of setting, dialogue, and conflict contributes to the complexity of character development and the advancement of the theme.● Synthesize how multiple character interactions shape the plot and deepen thematic development through strategic and purposeful text evidence.

Cluster: Craft & Structure

Determine intended meanings of words, including distinguishing literal and nonliteral language, with primary focus on determining meaning based on context and the academic/tier 2 vocabulary common to complex texts in all disciplines.

Standard: RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

PLDs:

Evidence Statements		
<ol style="list-style-type: none">1. The student will determine the meaning of a word or phrase based on its context in a literary text.2. The student will determine the meaning of figurative language.3. The student will analyze the impact of word choices on a text.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Determine the meaning of common words and phrases using context clues.● Explain the meaning of figurative and connotative language.● Explain how word choice affects the meaning of a text.	<ul style="list-style-type: none">● Analyze the meaning of both figurative and connotative meanings, using specific context clues.● Analyze how figurative language contributes to the development of tone.● Analyze how the author’s word choice impacts the text using consistent explanations.	<ul style="list-style-type: none">● Evaluate how figurative and connotative language deepens the complexity of meaning and tone in a text using specific context clues.● Evaluate how figurative language shapes the meaning of the text and proves how it affects the message and tone of the text.● Evaluate how word choice reinforces the author’s message and shapes the reader’s emotional response using several pieces of evidence showing the author’s intent.

Cluster: Craft & Structure

Relate knowledge of text structures, genre-specific features, or forms to obtain, interpret, explain, or connect information within text.

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 such effects as mystery, tension or surprise.

PLDs:

Evidence Statement		
1. The student will analyze how an author’s choices (structure, organization, manipulation of time) create effects (e.g., mystery, surprise).		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Explain an author’s structural choices and how it influences the reader’s understanding of the text.● Provide evidence from the text to prove the author’s choice.● Explain how the manipulation of time (e.g., foreshadowing, pacing) builds mystery, tension, or surprise with one or two details from the text.	<ul style="list-style-type: none">● Analyze how an author’s structural choices enhance the meaning of the text.● Provide specific evidence from the text to prove the author’s choice of structure and manipulation of time.● Analyze how the author’s organizational choices create and sustain tension, mystery, or surprise throughout the text.	<ul style="list-style-type: none">● Evaluate how the author’s structural choices enhance the narrative’s complexity and emotional impact.● Provide explicit evidence from the text to prove how the author’s structural choices enhance the text.● Synthesize information by comparing how the structure manipulates time and creates effect within the text.

Cluster: Craft & Structure

Identify or explain point of view, author’s message, or author’s purpose and the impact of these elements on a text and on reader interaction with a text.

Standard: RL.9-10.6

Analyze a particular point of view based on cultural experience reflected in a work of literature.

PLDs:

Evidence Statement		
1. The student will analyze the author’s point of view and/or a cultural experience in a literary text.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Explain an author’s point of view and/or cultural experience from the text.● Provide evidence from the text to show how cultural background may influence the perspective.● Explain how the cultural experience of the author influences the reader.	<ul style="list-style-type: none">● Analyze how the author develops a particular point of view shaped by cultural experience.● Provide specific textual evidence that explicitly shows how cultural background influences the author’s point of view and purpose.● Analyze how the author’s point of view impacts the reader or the cultural experiences in the literary text.	<ul style="list-style-type: none">● Evaluate the author’s point of view based on the cultural experiences reflected in the text.● Synthesize strong text evidence that proves how the cultural experience shapes the text.● Evaluate the impact these elements have on the reader and the reader’s interaction with the text.

Cluster: Integration of Knowledge & Ideas

Answer questions about literary texts that involve analyzing various accounts of a subject told in different mediums and analyzing documents of historical and literary significance.

Standard: RL.9-10.9

Analyze how an author draws on and transforms source material in a specific work.

PLDs:

Evidence Statements		
1. Analyze how an author draws on source material in a specific work.		
2. Analyze how an author transforms source material in a specific work.		
Performance Level Descriptors		
Level 1: Basic	Level 2: Proficient	Level 3: Advanced
<ul style="list-style-type: none">● Identify source material(s) in a specific work.● Explain differences between original source material and transformed source material in a specific work.	<ul style="list-style-type: none">● Analyze how an author draws on a source material in a text.● Analyze how an author transforms source material in a specific work.	<ul style="list-style-type: none">● Evaluate how/and or why the author draws on a specific source material.● Evaluate how and why the author chooses to transform the material in a specific work.

Cluster: Language in Reading

Determine intended meaning of words and phrases based on context, word relationships, word structure (e.g., common roots, affixes), or the use of resources (e.g., a dictionary) and interpret use of language by distinguishing literal from figurative meanings.

Standard: RL.9-10.11

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.

PLDs:

Evidence Statement		
1. The student will determine the meaning of an unknown word or phrase by <ol style="list-style-type: none">using context clues,using patterns of word changes indicating different meanings or parts of speech,using reference materials to determine, clarify, and/or verify meaning, andverifying the preliminary determination of the meaning of a word or phrase.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Use context clues to determine the meaning of an unknown word or phrase.● Determine patterns of word changes indicating different meanings or function (part of speech) of the word within the sentence or text.● Explain how word structure (roots, prefixes or suffixes) helps determine the meaning of the word.● Determine a resource to identify the intended meaning of the word.	<ul style="list-style-type: none">● Analyze specific context clues in sentences and texts to explain the meaning of an unknown word or phrases.● Explain how a word’s meaning or function (part of speech) can shift based on the sentence or text.● Analyze how the word’s structure (roots, prefixes, or suffixes) shaped the meaning of the word in context of the text.● Justify appropriate resources to use to understand the meaning of the word in the context of the sentence or text.	<ul style="list-style-type: none">● Evaluate the multiple meanings of a word or phrase and the author’s intended purpose using strategic context clues.● Evaluate patterns of word changes that indicate different meanings or function (part of speech) to add to the author's purpose.● Evaluate how word structure (roots, prefixes, or suffixes) shapes the meaning of the word or phrase in the context of the sentence or text.● Critique various resources used to understand the meaning of the word in

		the context of the sentence or text.
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Cluster: Language in Reading

Determine intended meaning of words and phrases based on context, word relationships, word structure (e.g., common roots, affixes), or the use of resources (e.g., a dictionary) and interpret use of language by distinguishing literal from figurative meanings.

Standard: RL.9-10.12

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

PLDs:

Evidence Statement		
1. The student will demonstrate understanding of word relationships and nuances in meaning by <ol style="list-style-type: none">interpreting figurative language in context,analyzing the role of figurative language in a text, andanalyzing nuances in meanings of words with similar denotations.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">Explain the direct meaning of figurative language based on the context of the text.Explain the role of figurative language in the text.Explain the general or simple nuances of the meaning of words with similar denotations.	<ul style="list-style-type: none">Analyze the meaning of figurative language based on the context of the text.Analyze the use of figurative language to enhance the meaning of the text with a deeper understanding of the author's purpose.Analyze the relationship of words with similar denotations and connotations, and how the deeper meaning affects the rest of the text.	<ul style="list-style-type: none">Evaluate the deeper meaning of figurative language and explain the relevance.Evaluate the impact or role the figurative language has on the text and the author's purpose for using it in the context of the text.Evaluate the nuances of the meanings of words with similar denotations and/or connotations and explore the author's intent.

Cluster: Key Ideas & Details

Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

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.

PLDs:

Evidence Statement		
1. The student will identify text evidence (e.g., explicit details and/or implicit information) to support a given inference or conclusion based on a text.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Determine relevant text evidence that explicitly supports a given inference or conclusion.● Identify basic implicit information that supports a given inference or conclusion.● Explain how explicit evidence supports the inference or conclusion, including basic implicit information.	<ul style="list-style-type: none">● Analyze explicit and implicit text evidence to select strong and relevant evidence to support a given inference or conclusion.● Analyze how the text evidence supports the given inference or conclusion.	<ul style="list-style-type: none">● Evaluate the author’s purpose and find both explicit and implicit text evidence to prove the given inference or conclusion.● Evaluate the effectiveness of both the explicit and implicit evidence in relationship to the inference or conclusion.● Justify how the text evidence supports the given inference or conclusion.

Cluster: Key Ideas & Details

Identify or summarize central ideas, key events, or procedures and details that support them.

Standard: RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

PLDs:

Evidence Statements		
1. The student will determine or summarize a theme or central idea and its development throughout a text.		
2. The student will objectively summarize a text.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Determine a theme or central idea of the text.● Explain how key ideas, events, or procedures may support the theme or central idea.● Apply key ideas, events, or procedures to create an objective summary based on evidence in the text.	<ul style="list-style-type: none">● Explain the theme or central idea of the text.● Analyze how key ideas, events, or procedures develop over the course of the whole text.● Craft an objective summary that analyzes how different types of evidence contribute to the central idea, using factual evidence from the text.	<ul style="list-style-type: none">● Evaluate the theme or central idea of the text and create a strong statement of the author’s purpose.● Evaluate key ideas, events, or procedures developed over the course of the whole text.● Synthesize key ideas, events, or procedures and provide strong, strategic evidence to craft an objective summary, using factual evidence from the text.

Cluster: Key Ideas & Details

Make an inference or provide a conclusion using supporting evidence to justify/explain inferences.

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.

PLDs:

Evidence Statement		
1. The student will analyze how the author develops a text, including the order in which points are made, how they are introduced, and the connections between them.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Explain how the text develops using accurate order and basic points of explanation.● Determine transitions or signal words that show how the author moves from one point to another.● Provide textual evidence that supports the development of the argument, but with an explanation that may be general.	<ul style="list-style-type: none">● Analyze how the author develops a text and why the author chose to present points in a specific order.● Analyze how the development of ideas and transitional words or phrases contributes to the author's argument or purpose.● Provide strong, purposeful text evidence and show how the text order impacts meaning and clarity.	<ul style="list-style-type: none">● Evaluate how the author unfolds a series of ideas or events, including author's purpose and structural effectiveness.● Evaluate how the text is developed and prove that the connections that are drawn build a strong analysis.● Justify the author's structural choices by using strong, strategic evidence to prove how the text order impacts the argument.

Cluster: Craft & Structure

Determine intended meanings of words, including academic/tier 2 and domain-specific/tier 3 words, and the impact of the author’s word choice and use of figurative language, with primary focus on the academic/tier 2 vocabulary common to complex texts in all disciplines.

Standard: RI.9-10.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

PLDs:

Evidence Statements		
<ol style="list-style-type: none">1. The student will determine the meaning of a word or phrase based on its context in an informational text.2. The student will determine the figurative, connotative, and technical meanings of words or phrases.3. The student will analyze the cumulative impact of word choice on a text.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Determine the meaning of words or phrases using appropriate context clues in an informational text.● Explain the use of figurative language, connotative meaning, and/or the technical meaning of words or phrases in the text.● Explain how a specific word or phrase contributes to the meaning or tone.	<ul style="list-style-type: none">● Analyze a word or phrase based on the context clues in an informational text.● Analyze the meaning of the figurative language, connotative meaning, and/or the technical meaning of words or phrases in the text.● Analyze how the meanings of words or phrases impact the tone of the overall text.	<ul style="list-style-type: none">● Evaluate how effectively an author’s word choices support purpose and audience.● Evaluate the author’s choice of figurative language and the connotative meaning of words and phrases.● Evaluate how the author’s word choice impacts the overall tone of the text.

Cluster: Craft & Structure

Relate knowledge of text structures or text features (e.g., bold text, headings) to obtain, interpret, or explain information.

Standard: RI.9-10.5

Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.

PLDs:

Evidence Statement		
1. The student will analyze how the author develops and refines a claim or idea in small (sentences, paragraphs) and large portions of a text.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Explain with some detail how an author develops a claim across small portions of a text.● Apply knowledge of text structure to explain how ideas are introduced in sentences, paragraphs, and large portions of the text.● Provide textual evidence that supports the author’s claim.	<ul style="list-style-type: none">● Analyze how an author’s claims are developed and refined across paragraphs or larger portions of a text.● Analyze the text structure and clarity of development, making connections across parts (sentences, paragraphs) of the text.● Provide strong, purposeful text evidence that shows how the argument is constructed.	<ul style="list-style-type: none">● Evaluate how an author builds a claim across paragraphs and larger portions of a text.● Evaluate how text structure, diction, and organization contribute to the author’s argument throughout the text.● Justify the author’s argument using strong, strategic evidence to prove the author’s development.

Cluster: Craft & Structure

Determine the author’s message/line of reasoning and point of view/purpose and the impact of those perspectives on the information presented in a text.

Standard: RI.9-10.6

Determine an author’s perspective (viewpoint) and purpose in a text and analyze how an author’s use of rhetoric advances the perspective (viewpoint) and purpose.

PLDs:

Evidence Statements		
1. The student will identify an author’s point of view and purpose in a text.		
2. The student will analyze how an author uses rhetoric to advance a view or purpose.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Determine the author’s stated or implied viewpoint and purpose of a text.● Explain some rhetorical elements used to reinforce the perspective.● Explain simple examples of how rhetorical choices relate to the author’s purpose.	<ul style="list-style-type: none">● Analyze the author’s stated or implied viewpoint and purpose of a text.● Analyze the effectiveness of specific rhetorical strategies in advancing the author’s claims or messages.● Analyze how rhetorical choices prove the author’s purpose using strong examples.	<ul style="list-style-type: none">● Evaluate the author’s viewpoint and purpose of a text.● Evaluate the overall impact of rhetorical strategies in proving the author’s purpose.● Evaluate the effectiveness of rhetoric in shaping viewpoint and purpose using several strong examples.

Cluster: Integration of Knowledge & Ideas

Determine the structure and logic of the author’s argument using claims supported by evidence.

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.

PLDs:

Evidence Statements		
<ol style="list-style-type: none">1. The student will analyze a text’s arguments and claims.2. The student will evaluate supported/unsupported claims, relevant/irrelevant support, and sound/unsound reasoning.3. The student will identify false statements and fallacious reasoning.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Explain the central argument and trace claims within the text.● Determine supported and unsupported reasoning within the text.● Explain supporting evidence and distinguish it from opinions.● Determine simple examples of faulty statements and fallacious reasoning.	<ul style="list-style-type: none">● Analyze the central argument and show how the reasoning follows a logical progression.● Analyze if evidence is relevant, sufficient, and convincing.● Analyze how the presence of fallacious reasoning impacts the author’s credibility.	<ul style="list-style-type: none">● Evaluate the central argument by considering reasoning, evidence quality, and logical consistency.● Evaluate an argument’s effectiveness based on the author’s reasoning, validity, and quality of evidence.● Evaluate whether the false statements and fallacious reasoning impact the author’s credibility in making the argument.

Cluster: Integration of Knowledge and Ideas

Analyze various accounts of a subject told in different mediums, evaluating arguments and specific claims in a text, and analyzing documents of historical and literary significance.

Standard: RI.9-10.9

Analyze documents of historical and literary significance, including how they address related themes and concepts.

PLDs:

Evidence Statements		
1. The student will analyze documents of historical and literary significance.		
2. The student will analyze how documents of historical and literary significance address related themes and concepts.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Describe how a document reflects its historical or cultural context.● Explain themes in a historical or literary document.● Compare themes across two related documents.	<ul style="list-style-type: none">● Analyze how a document reflects its historical or cultural significance.● Analyze how two or more documents address related themes.● Compare perspective, style, or context.	<ul style="list-style-type: none">● Evaluate how and/or why a document reflects its historical or cultural significance.● Synthesize ideas across multiple historical and literary documents to prove how related themes evolve over time or across contexts.

Cluster: Language in Reading

Determine intended meaning of words and phrases based on context, word relationships, word structure (e.g., common roots, affixes), or the use of resources (e.g., a dictionary) and interpret use of language by distinguishing literal from figurative meanings.

Standard: RI.9-10.11

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.

PLDs:

Evidence Statement		
<p>1. The student will determine the meaning of an unknown word or phrase by</p> <ol style="list-style-type: none"> a. using context clues, b. using patterns of word changes indicating different meanings or parts of speech, c. using reference materials to determine, clarify, and/or verify meaning, and d. verifying the preliminary determination of the meaning of a word or phrase. 		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"> ● Determine the meaning of an unknown word or phrase by using general context clues. ● Determine patterns of word changes that indicate different meanings or parts of speech. ● Determine the meaning of a word or phrase using a reference source. ● Determine a preliminary meaning of a word or phrase. 	<ul style="list-style-type: none"> ● Explain the meaning of an unknown word or phrase by appropriately and selectively using context clues. ● Analyze patterns of word changes that indicate different meanings or parts of speech. ● Clarify the meaning of a word or phrase by using a reference source. ● Verify a preliminary determination of the meaning of a word or phrase. 	<ul style="list-style-type: none"> ● Analyze the meaning of an unknown word of phrase by selecting specific and accurate context clues. ● Evaluate how patterns of word changes indicate different meanings or parts of speech. ● Verify the meaning of a word or phrase by using a specific reference source. ● Analyze a preliminary determination of the meaning of a word or phrase.

Cluster: Language in Reading

Determine intended meaning of words and phrases based on context, word relationships, word structure (e.g., common roots, affixes), or the use of resources (e.g., a dictionary) and interpret use of language by distinguishing literal from figurative meanings.

Standard: RI.9-10.12

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

PLDs:

Evidence Statement		
1. The student will demonstrate understanding of word relationships and nuances in meaning by <ol style="list-style-type: none">interpreting figurative language in context,analyzing the role of figurative language in a text, andanalyzing nuances in meanings of words with similar denotations.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">Determine the difference between literal and figurative language in the context of its use.Explain the meaning of figurative language used in context and how it is used in a text.Explain the denotations of different words in a text.	<ul style="list-style-type: none">Analyze the intended meaning of a word or phrase and understand its relationship in the context of how it is used.Analyze the role of figurative language and why it is used in the text.Analyze the meanings of words with similar denotations.	<ul style="list-style-type: none">Evaluate the usage of figurative language.Evaluate the effectiveness of the figurative language and its role in relationship to the text.Evaluate the meaning of words with similar denotations.

Cluster: Text Types & Purposes

Demonstrate ability to state opinions about topics or sources, set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion. Revise one or more paragraphs demonstrating these abilities.

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.

PLDs:

Evidence Statements		
<ol style="list-style-type: none"> 1. The student will use provided information to organize and support an opinion or argument by <ol style="list-style-type: none"> a. clearly stating a precise claim, b. organizing supporting evidence/reasons to build a logical argument, c. acknowledging counterclaims fairly, d. using transition words and phrases for coherence, clarifying relationships between claim and reasons, e. establishing and maintaining a formal style and objective tone, and f. developing an appropriate conclusion related to the opinion presented. 2. The student will revise an opinion or argument by <ol style="list-style-type: none"> a. identifying a missing or weak introduction or conclusion, b. identifying an improved organization or supporting evidence/reasons, c. acknowledging and fairly presenting alternate or opposing viewpoints, d. deleting irrelevant evidence/reasons, e. using a style and tone appropriate to the purpose/audience, and f. identifying missing or weak transition words and phrases. 		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"> ● Develop a clear and relevant claim. ● Organize supporting reasons and evidence in a basic logical order. ● Develop counterclaims. ● Identify transitional words and phrases to connect ideas. 	<ul style="list-style-type: none"> ● Develop a precise claim supported by logical reasoning and relevant evidence. ● Organize reasons and evidence cohesively to build a strong logical argument. ● Determine and fairly address counterclaims. 	<ul style="list-style-type: none"> ● Craft a precise, logical claim that aligns with strong reasoning and relevant evidence. ● Organize reasons and evidence in a sophisticated and logical structure that builds a strong argument.

<ul style="list-style-type: none"> ● Establish a formal style and consistent tone with some errors. ● Identify a conclusion that restates the argument’s claim. ● Identify a missing or underdeveloped introduction or conclusion. ● Recognize disorganized reasons or irrelevant evidence. ● Apply simple fixes, such as adding missing transitions. ● Maintain an appropriate style and tone, with occasional lapses. ● Identify when a transition is weak or missing. 	<ul style="list-style-type: none"> ● Vary strong transition words and phrases to clarify relationships between evidence and support. ● Maintain a consistent, formal style and objective tone. ● Conclude with a statement that reinforces the argument’s main points. ● Analyze how the organization and evidence support (or weaken) the argument. ● Revise introductions and conclusions to frame the argument more clearly. ● Improve transitions to enhance logical flow between ideas. ● Strengthen the fairness and presentation of opposing viewpoints. ● Refine tone and style for a clear match to audience and purpose. ● Determine if transitional words and phrases give clarity and coherence between claims and reasons. 	<ul style="list-style-type: none"> ● Analyze and rebut counterclaims within the flow of the argument. ● Craft advanced transitions to clarify subtle relationships among ideas, maintaining strong coherence. ● Sustain an authoritative, polished, formal style throughout the writing. ● Craft a concluding section that not only summarizes but deepens the argument’s significance. ● Synthesize evidence to support the argument for stronger logical flow and audience impact. ● Critique introductions, body organization, transitions, and conclusions cohesively. ● Integrate counterclaims seamlessly while maintaining fairness and balance. ● Elevate tone and style to be consistently professional, formal, and compelling. ● Enhance coherence, clarity, and persuasiveness through thoughtful revision.
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Cluster: Text Types & Purposes

Demonstrate ability to organize ideas in informational/explanatory texts by stating a focus (main idea), including appropriate transitional strategies for coherence, supporting details, or an appropriate conclusion. Revise one or more paragraphs demonstrating these abilities.

Standard: W.9-10.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

PLDs:

Evidence Statements		
<ol style="list-style-type: none"> 1. The student will use provided information to organize and support an informational or explanatory text by <ol style="list-style-type: none"> a. clearly stating a main idea, b. previewing what is to follow, c. strategically organizing ideas/concepts, d. using supporting, concrete details to develop the main idea, e. using appropriate transitions for coherence, clarifying relationships between claims and reasons, and linking major text sections, f. establishing and maintaining a formal style and objective tone, and g. developing an appropriate conclusion related to the information or explanation presented. 2. The student will revise an informational or explanatory text by <ol style="list-style-type: none"> a. identifying a missing or weak introduction or conclusion, b. identifying an improved organization or supporting details, c. deleting details that do not support the text’s main idea, d. using precise language, e. using a style and tone appropriate to the purpose/audience, and f. identifying missing or weak transition words and phrases. 		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"> ● State a simple, clear main idea and preview what will be discussed in a basic, straightforward way. ● Organize ideas in a simple structure. 	<ul style="list-style-type: none"> ● State a clear, focused main idea that previews the text effectively. ● Organize ideas and concepts strategically to enhance clarity. 	<ul style="list-style-type: none"> ● State a strong main idea that is clear and focused, and that previews the text effectively. ● Synthesize complex information into a well-organized, coherent structure.

<ul style="list-style-type: none"> ● Develop general evidence to support the main idea. ● Determine basic transitions between sentences. ● Establish a mostly formal tone with some errors in style or format. ● Develop a basic conclusion that may only restate the main idea. ● Identify a weak or missing introduction or conclusion and make simple revisions. ● Identify areas where organization or supporting details could be improved but may still be somewhat unclear. ● Delete irrelevant details. ● Recognize where language is not precise throughout the text. ● Identify tone or style throughout the text. ● Identify where transition words or phrases may be weak or need to be corrected. 	<ul style="list-style-type: none"> ● Determine relevant, concrete details to develop the main idea. ● Apply transitions that clarify relationships between ideas and sections. ● Maintain a consistent, formal style and objective tone throughout. ● Create a relevant conclusion that aligns with the information presented. ● Identify and revise the introduction or conclusion to clearly reflect the main idea. ● Analyze the organization and supporting details, reorganizing and adding details to strengthen the argument or explanation. ● Delete irrelevant details and strengthen the connection between ideas. ● Use more precise language to clarify meaning and improve clarity. ● Adjust tone and style to better suit the purpose and audience. ● Identify and improve weak transitions, making the text flow more smoothly. 	<ul style="list-style-type: none"> ● Analyze a variety of concrete details that deepen the development of the main idea. ● Evaluate the flow of the text and use strategic transitions to link ideas and sections smoothly. ● Maintain a consistently formal and sophisticated tone. ● Craft a conclusion that not only summarizes but also provides additional insight into the main idea or topic. ● Evaluate the introduction and conclusion to clearly reflect and wrap up the main argument, making them compelling and engaging. ● Synthesize content and ideas to organize the text with strong supporting details and a logical structure that enhances clarity. ● Delete all irrelevant details, ensuring that every piece of information supports the main idea. ● Refine language throughout the text for precision and to avoid ambiguity. ● Maintain a consistent and sophisticated tone and style that align with the
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		<p>intended audience and purpose.</p> <ul style="list-style-type: none">● Enhance transitions, ensuring that they connect ideas and sections smoothly, making the text cohesive and fluid.
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Cluster: Text Types and Purposes

Demonstrate ability to use specific narrative techniques (e.g., dialogue, description), chronology, appropriate transitional strategies for coherence, or authors’ craft appropriate to purpose (e.g., closure, detailing characters, plot, setting, an event). Revise one or more paragraphs demonstrating these abilities.

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.

PLDs:

Evidence Statements		
<ol style="list-style-type: none"> 1. The student will use provided information to organize a narrative that engages and orients the reader by <ol style="list-style-type: none"> a. clearly establishing a situation and/or setting and/or one or more points of view, b. introducing a narrator or character(s), c. logically organizing the narrative’s sequence of events into a smooth progression, d. using dialogue and descriptions to develop the story, e. using transitional words to manage the sequence of events and clarify relationships between actions in a text, f. using precise, concrete words and sensory details, and g. developing an appropriate closure that follows from the narrative. 2. The student will revise a narrative by <ol style="list-style-type: none"> a. identifying and correcting a weak/missing introduction of the situation and/or narrator/character(s) and/or point(s) of view, b. identifying an improved organization, dialogue, and/or description, c. deleting details that are inconsistent with the rest of the narrative, d. using precise, concrete words and sensory details, and identifying a missing or weak conclusion. 		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"> ● Recognize a clearly established basic setting, situation, or point of view. ● Recognize a narrator and/or characters in a straightforward way. ● Identify a sequence of events in a narrative. 	<ul style="list-style-type: none"> ● Clearly establish the situation, setting, and point of view. ● Introduce dynamic or complex characters/narrators. 	<ul style="list-style-type: none"> ● Integrate setting, situation, and point of view purposefully throughout the story. ● Develop rich, multi-dimensional characters and relationships through dialogue, actions, and reflections.

<ul style="list-style-type: none"> ● Identify dialogue or description to develop the narrative text. ● Identify basic transitions to connect events. ● Identify and/or explain concrete words or sensory details. ● Recognize the conclusion or ending of a narrative text. ● Determine and correct a missing or basic introduction of setting, situation, or narrator. ● Recognize and make small improvements to a narrative text's organization, dialogue, and/or description. ● Determine details that obviously do not fit the story's flow. ● Revise words for better clarity but with mostly general word choice. ● Determine and add a missing or underdeveloped conclusion. 	<ul style="list-style-type: none"> ● Logically organize events for effective pacing and coherence. ● Use dialogue and description strategically to develop characters and events. ● Apply transitional words and phrases to clearly manage relationships and sequence. ● Use precise words and sensory details to create vivid imagery. ● Conclude the story with a thoughtful, relevant ending. ● Analyze and improve the clarity and engagement of the introduction and point of view. ● Analyze organization and revise event sequences for logical and smooth progression. ● Enhance dialogue and description to deepen character and plot development. ● Delete or revise inconsistent or distracting details for stronger narrative focus. ● Improve word choice for precision and sensory effect. ● Analyze the conclusion to reflect thoughtfully on the 	<ul style="list-style-type: none"> ● Strategically organize events to build tension, advance plot, and enhance the theme. ● Craft dialogue and description that reveal deeper character motivations and story layers. ● Analyze transitions that enhance pacing and thematic links. ● Employ precise, concrete words and layered sensory details to immerse the reader. ● Provide a reflective closure that deepens the meaning of the narrative. ● Evaluate needed improvements to the introduction and point of view for strong reader engagement. ● Restructure event sequences or develop subplots to enhance narrative, complexity, and pacing. ● Refine dialogue and description to reveal deeper layers of character, motivation, and setting atmosphere. ● Evaluate and transform inconsistent or unnecessary details to maintain thematic focus.
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	narrative's events or theme.	<ul style="list-style-type: none">● Evaluate word choice for heightened sensory effect and tone consistency.● Craft a powerful, reflective conclusion that enriches the narrative's overall meaning.
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Cluster: Language in Writing

Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.

Standard: W.9-10.10

Demonstrate command of the conventions of standard English grammar and usage when writing.

PLDs:

Evidence Statements		
<p>1. New-to-grade conventions:</p> <p style="padding-left: 40px;">a. The student will identify, use, edit to correct, and/or edit for correct usage of</p> <p style="padding-left: 80px;">i. parallel structure, and</p> <p style="padding-left: 80px;">ii. various types of phrases and clauses to convey different meanings and add variety.</p> <p>2. Conventions assessed across relevant grades</p> <p style="padding-left: 40px;">a. The student will identify, use, edit to correct, and/or edit for correct usage of</p> <p style="padding-left: 80px;">i. complete sentences, sentence fragments, and run-on sentences,</p> <p style="padding-left: 80px;">ii. punctuation for effect, and</p> <p style="padding-left: 80px;">iii. varying sentence patterns.</p>		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none"> ● Determine parallel structure and where parallel structure is missing or incorrectly used. ● Determine simple parallel structures when given examples. ● Determine basic phrases, basic clauses, and complete or incomplete sentences. ● Determine punctuation used for effect and sentence patterning. 	<ul style="list-style-type: none"> ● Analyze effective use of parallel structure. ● Analyze various phrases and clauses to convey different meanings and add variety. ● Revise sentences and paragraphs to improve the use of parallel structure. ● Revise inappropriate sentence fragments and run-on sentences. ● Analyze punctuation use for effect. 	<ul style="list-style-type: none"> ● Evaluate parallel structure for emphasis or stylistic consistency. ● Evaluate sentences using varied phrases and clauses to enhance sentence meaning. ● Evaluate style choices to elevate the overall quality and voice of a written piece, including punctuation used for effect.

Cluster: Language in Writing

Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.

Standard: W.9-10.11

Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

PLDs:

Evidence Statements		
<p>1. New-to-grade conventions</p> <p>a. The student will identify, use, edit to correct, and/or edit for correct usage of</p> <p>i. semicolons to link two or more closely related independent clauses, and</p> <p>ii. colons to introduce a list or quotation.</p> <p>2. Conventions assessed across relevant grades</p> <p>a. The student will identify, use, edit to correct, and/or edit for correct usage of</p> <p>i. word(s) or phrase(s) to precisely convey ideas,</p> <p>ii. punctuation to separate items in a series,</p> <p>iii. commas to set off nonrestrictive or parenthetical elements,</p> <p>iv. parentheses to set off nonrestrictive or parenthetical elements, and</p> <p>v. dashes to set off nonrestrictive or parenthetical elements.</p> <p>3. Carry-over skills from previous two grades</p> <p>a. The student will identify, use, edit to correct, and/or edit for correct usage of</p> <p>i. Grade 8</p> <p>1. commas to indicate a pause or break,</p> <p>2. ellipses to indicate a pause, break, or omission, and</p> <p>3. dashes to indicate a pause or break.</p> <p>ii. Grade 7</p> <p>1. commas separating coordinate adjectives.</p>		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Determine that semicolons link two or more closely related independent clauses.● Determine that colons introduce a list or quotation.	<ul style="list-style-type: none">● Use and correctly edit semicolons to link two or more independent clauses.● Use and correctly edit colons to introduce a list or quotation.	<ul style="list-style-type: none">● Determine best placement to use semicolons to link two or more independent clauses.● Analyze appropriate use of colons to introduce a list or quotation.

<ul style="list-style-type: none"> ● Determine words or phrases that precisely convey ideas. ● Determine correct punctuation for items in a series. ● Determine that commas set off nonrestrictive or parenthetical elements. ● Determine that parentheses set off nonrestrictive or parenthetical elements. ● Determine that dashes set off nonrestrictive or parenthetical elements. 	<ul style="list-style-type: none"> ● Use and correctly edit words or phrases to precisely convey ideas. ● Use and correctly edit punctuation for items in a series. ● Use and correctly edit commas to set off nonrestrictive or parenthetical elements. ● Use and correctly edit parentheses to set off nonrestrictive or parenthetical elements. ● Use and correctly edit dashes to set off nonrestrictive or parenthetical elements. 	<ul style="list-style-type: none"> ● Analyze when commas set off nonrestrictive or parenthetical elements. ● Analyze when parentheses set off nonrestrictive or parenthetical elements. ● Analyze the use of the dash and when to set off nonrestrictive or parenthetical elements.
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