# Kansas Performance Level Descriptors

9th–10th Grade English Language Arts

# Contents

**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><li>**Explain** explicit evidence from the text to support a simple inference or conclusion.</li><li>**Explain** implicit information and make simple connections to the inference or conclusion.</li><li>**Compare** the relationship between explicit and implicit details and/or information to show clear understanding of the inference or conclusion.</li></ul> | <ul><li>**Analyze** text to find strong and thorough evidence (both explicit details and/or implicit information).</li><li>**Justify** an inference or conclusion using evidence.</li></ul> | <ul><li>**Evaluate** the strength and validity of both explicit and implicit evidence from a text.</li><li>**Synthesize** the explicit details and implicit information to interpret the given inference or conclusion.</li><li>**Construct** a well-supported and complex argument, integrating multiple pieces of evidence and considering alternative interpretations.</li></ul> |

**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><li>**Determine** explicit meaning or main idea from a text.</li><li>**Explain** how the topic or central idea emerges but uses general or broad ideas from the text.</li><li>**Provide** a summary that shows understanding of the author's message, including a few key details from the text.</li></ul> | <ul><li>**Determine** a clear and accurate theme or central idea of a text demonstrating the author's intended message.</li><li>**Analyze** how the theme or central idea develops over the course of the text using relevant textual evidence.</li><li>**Construct** an objective summary that demonstrates understanding of the author's message by using accurate evidence.</li></ul> | <ul><li>**Evaluate** the complexity of the theme or central idea of a text showing the nuanced message of the author.</li><li>**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.</li><li>**Evaluate** key ideas to create a polished and objective summary using strong textual evidence.</li></ul> |

**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** |
| ● **Explain** how characters' traits, motivations, and decisions develop throughout the text.<br><br>● **Explain** how dialogue and setting contribute to character development or conflict with general information.<br><br>● **Explain** how interactions between characters may impact the plot or help develop the theme.<br><br>● **Provide** textual evidence that supports character development. | ● **Analyze** how a complex character's traits, motivations, and interaction develop throughout the text.<br><br>● **Analyze** how literary elements such as setting, dialogue, and conflict work together to develop the main character(s) and advance the plot.<br><br>● **Analyze** how a character's growth reflects the author's intended message or theme.<br><br>● **Provide** strong textual evidence to show character development and plot advancements. | ● **Evaluate** the complexity of character development, including conflicting motivations and internal conflicts.<br><br>● **Evaluate** how the author's use of setting, dialogue, and conflict contributes to the complexity of character development and the advancement of the theme.<br><br>● **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 |
|---|
| 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** |
| ● **Determine** the meaning of common words and phrases using context clues. <br><br> ● **Explain** the meaning of figurative and connotative language. <br><br> ● **Explain** how word choice affects the meaning of a text. | ● **Analyze** the meaning of both figurative and connotative meanings, using specific context clues. <br><br> ● **Analyze** how figurative language contributes to the development of tone. <br><br> ● **Analyze** how the author's word choice impacts the text using consistent explanations. | ● **Evaluate** how figurative and connotative language deepens the complexity of meaning and tone in a text using specific context clues. <br><br> ● **Evaluate** how figurative language shapes the meaning of the text and proves how it affects the message and tone of the text. <br><br> ● **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** |
| • **Explain** an author's structural choices and how it influences the reader's understanding of the text. <br><br> • **Provide** evidence from the text to prove the author's choice. <br><br> • **Explain** how the manipulation of time (e.g., foreshadowing, pacing) builds mystery, tension, or surprise with one or two details from the text. | • **Analyze** how an author's structural choices enhance the meaning of the text. <br><br> • **Provide** specific evidence from the text to prove the author's choice of structure and manipulation of time. <br><br> • **Analyze** how the author's organizational choices create and sustain tension, mystery, or surprise throughout the text. | • **Evaluate** how the author's structural choices enhance the narrative's complexity and emotional impact. <br><br> • **Provide** explicit evidence from the text to prove how the author's structural choices enhance the text. <br><br> • **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** |
| ● **Explain** an author's point of view and/or cultural experience from the text.<br><br>● **Provide** evidence from the text to show how cultural background may influence the perspective.<br><br>● **Explain** how the cultural experience of the author influences the reader. | ● **Analyze** how the author develops a particular point of view shaped by cultural experience.<br><br>● **Provide** specific textual evidence that explicitly shows how cultural background influences the author's point of view and purpose.<br><br>● **Analyze** how the author's point of view impacts the reader or the cultural experiences in the literary text. | ● **Evaluate** the author's point of view based on the cultural experiences reflected in the text.<br><br>● **Synthesize** strong text evidence that proves how the cultural experience shapes the text.<br><br>● **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

Compare and contrast a fictional portrayal of setting or character with a historical account of the same period to understand how authors use or alter history.

**PLDs:**

| Evidence Statements |
|---|
| 1.  The student will analyze fictional and historical accounts of the same period or person. |
| 2.  The student will explain how authors use or alter history in fiction writing. |

| Performance Level Descriptors | | |
|---|---|---|
| **Level 1: Basic** | **Level 2: Proficient** | **Level 3: Advanced** |
| ● **Compare and contrast** fictional and historical accounts of the same period or person using textual evidence. <br><br> ● **Compare and contrast** how authors use or alter history in fiction writing with actual historical events. | ● **Analyze** how and why the author altered fictional and historical accounts of the same period or person using strong textual evidence. <br><br> ● **Analyze** how and why an author altered history for narrative or thematic purposes with supporting examples. | ● **Evaluate** the impact of the author's fictional and historical accounts of the same period or person, integrating multiple examples. <br><br> ● **Evaluate** how and why the author alters or reshapes history for narrative or thematic purposes, integrating multiple examples. |

**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<br>    a. using context clues,<br>    b. using patterns of word changes indicating different meanings or parts of speech,<br>    c. using reference materials to determine, clarify, and/or verify meaning, and<br>    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** |
| ● **Use** context clues to determine the meaning of an unknown word or phrase.<br><br>● **Determine** patterns of word changes indicating different meanings or function (part of speech) of the word within the sentence or text.<br><br>● **Explain** how word structure (roots, prefixes or suffixes) helps determine the meaning of the word.<br><br>● **Determine** a resource to identify the intended meaning of the word. | ● **Analyze** specific context clues in sentences and texts to explain the meaning of an unknown word or phrases.<br><br>● **Explain** how a word's meaning or function (part of speech) can shift based on the sentence or text.<br><br>● **Analyze** how the word's structure (roots, prefixes, or suffixes) shaped the meaning of the word in context of the text.<br><br>● **Justify** appropriate resources to use to understand the meaning of the word in the context of the sentence or text. | ● **Evaluate** the multiple meanings of a word or phrase and the author's intended purpose using strategic context clues.<br><br>● **Evaluate** patterns of word changes that indicate different meanings or function (part of speech) to add to the author's purpose.<br><br>● **Evaluate** how word structure (roots, prefixes, or suffixes) shapes the meaning of the word or phrase in the context of the sentence or text.<br><br>● **Critique** various resources used to understand the meaning of the word in |

| | | the context of the sentence or text. |
| --- | --- | --- |

**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<br>  a. interpreting figurative language in context,<br>  b. analyzing the role of figurative language in a text, and<br>  c. analyzing nuances in meanings of words with similar denotations. |

| Performance Level Descriptors | | |
| --- | --- | --- |
| **Level 2: Basic** | **Level 3: Proficient** | **Level 4: Advanced** |
| ● **Explain** the direct meaning of figurative language based on the context of the text.<br><br>● **Explain** the role of figurative language in the text.<br><br>● **Explain** the general or simple nuances of the meaning of words with similar denotations. | ● **Analyze** the meaning of figurative language based on the context of the text.<br><br>● **Analyze** the use of figurative language to enhance the meaning of the text with a deeper understanding of the author's purpose.<br><br>● **Analyze** the relationship of words with similar denotations and connotations, and how the deeper meaning affects the rest of the text. | ● **Evaluate** the deeper meaning of figurative language and explain the relevance.<br><br>● **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.<br><br>● **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><li>**Determine** relevant text evidence that explicitly supports a given inference or conclusion.</li><li>**Identify** basic implicit information that supports a given inference or conclusion.</li><li>**Explain** how explicit evidence supports the inference or conclusion, including basic implicit information.</li></ul> | <ul><li>**Analyze** explicit and implicit text evidence to select strong and relevant evidence to support a given inference or conclusion.</li><li>**Analyze** how the text evidence supports the given inference or conclusion.</li></ul> | <ul><li>**Evaluate** the author's purpose and find both explicit and implicit text evidence to prove the given inference or conclusion.</li><li>**Evaluate** the effectiveness of both the explicit and implicit evidence in relationship to the inference or conclusion.</li><li>**Justify** how the text evidence supports the given inference or conclusion.</li></ul> |

**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** |
| ● **Determine** a theme or central idea of the text.<br><br>● **Explain** how key ideas, events, or procedures may support the theme or central idea.<br><br>● **Apply** key ideas, events, or procedures to create an objective summary based on evidence in the text. | ● **Explain** the theme or central idea of the text.<br><br>● **Analyze** how key ideas, events, or procedures develop over the course of the whole text.<br><br>● **Craft** an objective summary that analyzes how different types of evidence contribute to the central idea, using factual evidence from the text. | ● **Evaluate** the theme or central idea of the text and create a strong statement of the author's purpose.<br><br>● **Evaluate** key ideas, events, or procedures developed over the course of the whole text.<br><br>● **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><li>**Explain** how the text develops using accurate order and basic points of explanation.</li><li>**Determine** transitions or signal words that show how the author moves from one point to another.</li><li>**Provide** textual evidence that supports the development of the argument, but with an explanation that may be general.</li></ul> | <ul><li>**Analyze** how the author develops a text and why the author chose to present points in a specific order.</li><li>**Analyze** how the development of ideas and transitional words or phrases contributes to the author's argument or purpose.</li><li>**Provide** strong, purposeful text evidence and show how the text order impacts meaning and clarity.</li></ul> | <ul><li>**Evaluate** how the author unfolds a series of ideas or events, including author's purpose and structural effectiveness.</li><li>**Evaluate** how the text is developed and prove that the connections that are drawn build a strong analysis.</li><li>**Justify** the author's structural choices by using strong, strategic evidence to prove how the text order impacts the argument.</li></ul> |

**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 |
| --- |
| 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** |
| ● **Determine** the meaning of words of phrases using appropriate context clues in an informational text. | ● **Analyze** a word or phrase based on the context clues in an informational text. | ● **Evaluate** how effectively an author's word choices support purpose and audience. |
| ● **Explain** the use of figurative language, connotative meaning, and/or the technical meaning of words or phrases in the text. | ● **Analyze** the meaning of the figurative language, connotative meaning, and/or the technical meaning of words or phrases in the text. | ● **Evaluate** the author's choice of figurative language and the connotative meaning of words and phrases. |
| ● **Explain** how a specific word or phrase contributes to the meaning or tone. | ● **Analyze** how the meanings of words or phrases impact the tone of the overall text. | ● **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><li>**Explain** with some detail how an author develops a claim across small portions of a text.</li><li>**Apply** knowledge of text structure to explain how ideas are introduced in sentences, paragraphs, and large portions of the text.</li><li>**Provide** textual evidence that supports the author's claim.</li></ul> | <ul><li>**Analyze** how an author's claims are developed and refined across paragraphs or larger portions of a text.</li><li>**Analyze** the text structure and clarity of development, making connections across parts (sentences, paragraphs) of the text.</li><li>**Provide** strong, purposeful text evidence that shows how the argument is constructed.</li></ul> | <ul><li>**Evaluate** how an author builds a claim across paragraphs and larger portions of a text.</li><li>**Evaluate** how text structure, diction, and organization contribute to the author's argument throughout the text.</li><li>**Justify** the author's argument using strong, strategic evidence to prove the author's development.</li></ul> |

**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** |
| ● **Determine** the author's stated or implied viewpoint and purpose of a text.<br><br>● **Explain** some rhetorical elements used to reinforce the perspective.<br><br>● **Explain** simple examples of how rhetorical choices relate to the author's purpose. | ● **Analyze** the author's stated or implied viewpoint and purpose of a text.<br><br>● **Analyze** the effectiveness of specific rhetorical strategies in advancing the author's claims or messages.<br><br>● **Analyze** how rhetorical choices prove the author's purpose using strong examples. | ● **Evaluate** the author's viewpoint and purpose of a text.<br><br>● **Evaluate** the overall impact of rhetorical strategies in proving the author's purpose.<br><br>● **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 |
| --- |
| 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** |
| • **Explain** the central argument and trace claims within the text. <br><br> • **Determine** supported and unsupported reasoning within the text. <br><br> • **Explain** supporting evidence and distinguish it from opinions. <br><br> • **Determine** simple examples of faulty statements and fallacious reasoning. | • **Analyze** the central argument and show how the reasoning follows a logical progression. <br><br> • **Analyze** if evidence is relevant, sufficient, and convincing. <br><br> • **Analyze** how the presence of fallacious reasoning impacts the author's credibility. | • **Evaluate** the central argument by considering reasoning, evidence quality, and logical consistency. <br><br> • **Evaluate** an argument's effectiveness based on the author's reasoning, validity, and quality of evidence. <br><br> • **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** |
| ● **Describe** how a document reflects its historical or cultural context. <br><br> ● **Explain** themes in a historical or literary document. <br><br> ● **Compare** themes across two related documents. | ● **Analyze** how a document reflects its historical or cultural significance. <br><br> ● **Analyze** how two or more documents address related themes. <br><br> ● **Compare** perspective, style, or context. | ● **Evaluate** how and/or why a document reflects its historical or cultural significance. <br><br> ● **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 |
|---|
| 1. The student will determine the meaning of an unknown word or phrase by<br>    a. using context clues,<br>    b. using patterns of word changes indicating different meanings or parts of speech,<br>    c. using reference materials to determine, clarify, and/or verify meaning, and<br>    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** |
| ● **Determine** the meaning of an unknown word or phrase by using general context clues.<br><br>● **Determine** patterns of word changes that indicate different meanings or parts of speech.<br><br>● **Determine** the meaning of a word or phrase using a reference source.<br><br>● **Determine** a preliminary meaning of a word or phrase. | ● **Explain** the meaning of an unknown word or phrase by appropriately and selectively using context clues.<br><br>● **Analyze** patterns of word changes that indicate different meanings or parts of speech.<br><br>● **Clarify** the meaning of a word or phrase by using a reference source.<br><br>● **Verify** a preliminary determination of the meaning of a word or phrase. | ● **Analyze** the meaning of an unknown word of phrase by selecting specific and accurate context clues.<br><br>● **Evaluate** how patterns of word changes indicate different meanings or parts of speech.<br><br>● **Verify** the meaning of a word or phrase by using a specific reference source.<br><br>● **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<br>    a. interpreting figurative language in context,<br>    b. analyzing the role of figurative language in a text, and<br>    c. analyzing nuances in meanings of words with similar denotations. |

| Performance Level Descriptors | | |
| --- | --- | --- |
| **Level 2: Basic** | **Level 3: Proficient** | **Level 4: Advanced** |
| ● **Determine** the difference between literal and figurative language in the context of its use.<br><br>● **Explain** the meaning of figurative language used in context and how it is used in a text.<br><br>● **Explain** the denotations of different words in a text. | ● **Analyze** the intended meaning of a word or phrase and understand its relationship in the context of how it is used.<br><br>● **Analyze** the role of figurative language and why it is used in the text.<br><br>● **Analyze** the meanings of words with similar denotations. | ● **Evaluate** the usage of figurative language.<br><br>● **Evaluate** the effectiveness of the figurative language and its role in relationship to the text.<br><br>● **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 |
|---|
| 1. The student will use provided information to organize and support an opinion or argument by<br>    a. clearly stating a precise claim,<br>    b. organizing supporting evidence/reasons to build a logical argument,<br>    c. acknowledging counterclaims fairly,<br>    d. using transition words and phrases for coherence, clarifying relationships between claim and reasons,<br>    e. establishing and maintaining a formal style and objective tone, and<br>    f. developing an appropriate conclusion related to the opinion presented.<br>2. The student will revise an opinion or argument by<br>    a. identifying a missing or weak introduction or conclusion,<br>    b. identifying an improved organization or supporting evidence/reasons,<br>    c. acknowledging and fairly presenting alternate or opposing viewpoints,<br>    d. deleting irrelevant evidence/reasons,<br>    e. using a style and tone appropriate to the purpose/audience, and<br>    f. identifying missing or weak transition words and phrases. |

| Performance Level Descriptors | | |
|---|---|---|
| **Level 2: Basic** | **Level 3: Proficient** | **Level 4: Advanced** |
| • **Develop** a clear and relevant claim.<br><br>• **Organize** supporting reasons and evidence in a basic logical order.<br><br>• **Develop** counterclaims.<br><br>• **Identify** transitional words and phrases to connect ideas. | • **Develop** a precise claim supported by logical reasoning and relevant evidence.<br><br>• **Organize** reasons and evidence cohesively to build a strong logical argument.<br><br>• **Determine and fairly address** counterclaims. | • **Craft** a precise, logical claim that aligns with strong reasoning and relevant evidence.<br><br>• **Organize** reasons and evidence in a sophisticated and logical structure that builds a strong argument. |

| | | |
|---|---|---|
| ● **Establish** a formal style and consistent tone with some errors. <br><br> ● **Identify** a conclusion that restates the argument's claim. <br><br> ● **Identify** a missing or underdeveloped introduction or conclusion. <br><br> ● **Recognize** disorganized reasons or irrelevant evidence. <br><br> ● **Apply** simple fixes, such as adding missing transitions. <br><br> ● **Maintain** an appropriate style and tone, with occasional lapses. <br><br> ● **Identify** when a transition is weak or missing. | ● **Vary** strong transition words and phrases to clarify relationships between evidence and support. <br><br> ● **Maintain** a consistent, formal style and objective tone. <br><br> ● **Conclude** with a statement that reinforces the argument's main points. <br><br> ● **Analyze** how the organization and evidence support (or weaken) the argument. <br><br> ● **Revise** introductions and conclusions to frame the argument more clearly. <br><br> ● **Improve** transitions to enhance logical flow between ideas. <br><br> ● **Strengthen** the fairness and presentation of opposing viewpoints. <br><br> ● **Refine** tone and style for a clear match to audience and purpose. <br><br> ● **Determine** if transitional words and phrases give clarity and coherence between claims and reasons. | ● **Analyze and rebut** counterclaims within the flow of the argument. <br><br> ● **Craft** advanced transitions to clarify subtle relationships among ideas, maintaining strong coherence. <br><br> ● **Sustain** an authoritative, polished, formal style throughout the writing. <br><br> ● **Craft** a concluding section that not only summarizes but deepens the argument's significance. <br><br> ● **Synthesize** evidence to support the argument for stronger logical flow and audience impact. <br><br> ● **Critique** introductions, body organization, transitions, and conclusions cohesively. <br><br> ● **Integrate** counterclaims seamlessly while maintaining fairness and balance. <br><br> ● **Elevate** tone and style to be consistently professional, formal, and compelling. <br><br> ● **Enhance** coherence, clarity, and persuasiveness through thoughtful revision. |

**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 |
|---|
| 1. The student will use provided information to organize and support an informational or explanatory text by<br>    a. clearly stating a main idea,<br>    b. previewing what is to follow,<br>    c. strategically organizing ideas/concepts,<br>    d. using supporting, concrete details to develop the main idea,<br>    e. using appropriate transitions for coherence, clarifying relationships between claims and reasons, and linking major text sections,<br>    f. establishing and maintaining a formal style and objective tone, and<br>    g. developing an appropriate conclusion related to the information or explanation presented.<br>2. The student will revise an informational or explanatory text by<br>    a. identifying a missing or weak introduction or conclusion,<br>    b. identifying an improved organization or supporting details,<br>    c. deleting details that do not support the text's main idea,<br>    d. using precise language,<br>    e. using a style and tone appropriate to the purpose/audience, and<br>    f. identifying missing or weak transition words and phrases. |

| Performance Level Descriptors | | |
|---|---|---|
| **Level 2: Basic** | **Level 3: Proficient** | **Level 4: Advanced** |
| ● **State** a simple, clear main idea and preview what will be discussed in a basic, straightforward way.<br><br>● **Organize** ideas in a simple structure. | ● **State** a clear, focused main idea that previews the text effectively.<br><br>● **Organize** ideas and concepts strategically to enhance clarity. | ● **State** a strong main idea that is clear and focused, and that previews the text effectively.<br><br>● **Synthesize** complex information into a well-organized, coherent structure. |

| | | |
|---|---|---|
| ● **Develop** general evidence to support the main idea.<br><br>● **Determine** basic transitions between sentences.<br><br>● **Establish** a mostly formal tone with some errors in style or format.<br><br>● **Develop** a basic conclusion that may only restate the main idea.<br><br>● **Identify** a weak or missing introduction or conclusion and make simple revisions.<br><br>● **Identify** areas where organization or supporting details could be improved but may still be somewhat unclear.<br><br>● **Delete** irrelevant details.<br><br>● **Recognize** where language is not precise throughout the text.<br><br>● **Identify** tone or style throughout the text.<br><br>● **Identify** where transition words or phrases may be weak or need to be corrected. | ● **Determine** relevant, concrete details to develop the main idea.<br><br>● **Apply** transitions that clarify relationships between ideas and sections.<br><br>● **Maintain** a consistent, formal style and objective tone throughout.<br><br>● **Create** a relevant conclusion that aligns with the information presented.<br><br>● **Identify and revise** the introduction or conclusion to clearly reflect the main idea.<br><br>● **Analyze** the organization and supporting details, reorganizing and adding details to strengthen the argument or explanation.<br><br>● **Delete** irrelevant details and strengthen the connection between ideas.<br><br>● **Use** more precise language to clarify meaning and improve clarity.<br><br>● **Adjust** tone and style to better suit the purpose and audience.<br><br>● **Identify** and improve weak transitions, making the text flow more smoothly. | ● **Analyze** a variety of concrete details that deepen the development of the main idea.<br><br>● **Evaluate** the flow of the text and use strategic transitions to link ideas and sections smoothly.<br><br>● **Maintain** a consistently formal and sophisticated tone.<br><br>● **Craft** a conclusion that not only summarizes but also provides additional insight into the main idea or topic.<br><br>● **Evaluate** the introduction and conclusion to clearly reflect and wrap up the main argument, making them compelling and engaging.<br><br>● **Synthesize** content and ideas to organize the text with strong supporting details and a logical structure that enhances clarity.<br><br>● **Delete** all irrelevant details, ensuring that every piece of information supports the main idea.<br><br>● **Refine** language throughout the text for precision and to avoid ambiguity.<br><br>● **Maintain** a consistent and sophisticated tone and style that align with the |

| | | intended audience and purpose. |
|---|---|---|
| | | ● **Enhance** transitions, ensuring that they connect ideas and sections smoothly, making the text cohesive and fluid. |

**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 |
|---|
| 1. The student will use provided information to organize a narrative that engages and orients the reader by<br>    a. clearly establishing a situation and/or setting and/or one or more points of view,<br>    b. introducing a narrator or character(s),<br>    c. logically organizing the narrative's sequence of events into a smooth progression,<br>    d. using dialogue and descriptions to develop the story,<br>    e. using transitional words to manage the sequence of events and clarify relationships between actions in a text,<br>    f. using precise, concrete words and sensory details, and<br>    g. developing an appropriate closure that follows from the narrative.<br>2. The student will revise a narrative by<br>    a. identifying and correcting a weak/missing introduction of the situation and/or narrator/character(s) and/or point(s) of view,<br>    b. identifying an improved organization, dialogue, and/or description,<br>    c. deleting details that are inconsistent with the rest of the narrative,<br>    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** |
| ● **Recognize** a clearly established basic setting, situation, or point of view.<br><br>● **Recognize** a narrator and/or characters in a straightforward way.<br><br>● **Identify** a sequence of events in a narrative. | ● **Clearly** establish the situation, setting, and point of view.<br><br>● **Introduce** dynamic or complex characters/narrators. | ● **Integrate** setting, situation, and point of view purposefully throughout the story.<br><br>● **Develop** rich, multi-dimensional characters and relationships through dialogue, actions, and reflections. |

| | | |
|---|---|---|
| • **Identify** dialogue or description to develop the narrative text. | • **Logically organize** events for effective pacing and coherence. | • **Strategically organize** events to build tension, advance plot, and enhance the theme. |
| • **Identify** basic transitions to connect events. | • **Use** dialogue and description strategically to develop characters and events. | • **Craft** dialogue and description that reveal deeper character motivations and story layers. |
| • **Identify and/or explain** concrete words or sensory details. | • **Apply** transitional words and phrases to clearly manage relationships and sequence. | • **Analyze** transitions that enhance pacing and thematic links. |
| • **Recognize** the conclusion or ending of a narrative text. | • **Use** precise words and sensory details to create vivid imagery. | • **Employ** precise, concrete words and layered sensory details to immerse the reader. |
| • **Determine** and correct a missing or basic introduction of setting, situation, or narrator. | • **Conclude** the story with a thoughtful, relevant ending. | • **Provide** a reflective closure that deepens the meaning of the narrative. |
| • **Recognize** and make small improvements to a narrative text's organization, dialogue, and/or description. | • **Analyze** and improve the clarity and engagement of the introduction and point of view. | • **Evaluate** needed improvements to the introduction and point of view for strong reader engagement. |
| • **Determine** details that obviously do not fit the story's flow. | • **Analyze** organization and revise event sequences for logical and smooth progression. | • **Restructure** event sequences or develop subplots to enhance narrative, complexity, and pacing. |
| • **Revise** words for better clarity but with mostly general word choice. | • **Enhance** dialogue and description to deepen character and plot development. | • **Refine** dialogue and description to reveal deeper layers of character, motivation, and setting atmosphere. |
| • **Determine** and add a missing or underdeveloped conclusion. | • **Delete or revise** inconsistent or distracting details for stronger narrative focus. | • **Evaluate and transform** inconsistent or unnecessary details to maintain thematic focus. |
| | • **Improve** word choice for precision and sensory effect. | |
| | • **Analyze** the conclusion to reflect thoughtfully on the | |

| | narrative's events or theme. | <ul><li>**Evaluate** word choice for heightened sensory effect and tone consistency.</li><li>**Craft** a powerful, reflective conclusion that enriches the narrative's overall meaning.</li></ul> |
|---|---|---|

**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 |
| --- |
| 1. New-to-grade conventions: <br>      a. The student will identify, use, edit to correct, and/or edit for correct usage of <br>          i. parallel structure, and <br>          ii. various types of phrases and clauses to convey different meanings and add variety. <br> 2. Conventions assessed across relevant grades <br>      a. The student will identify, use, edit to correct, and/or edit for correct usage of <br>          i. complete sentences, sentence fragments, and run-on sentences, <br>          ii. punctuation for effect, and <br>          iii. varying sentence patterns. |

| Performance Level Descriptors | | |
| --- | --- | --- |
| **Level 2: Basic** | **Level 3: Proficient** | **Level 4: Advanced** |
| ● **Determine** parallel structure and where parallel structure is missing or incorrectly used. <br><br> ● **Determine** simple parallel structures when given examples. <br><br> ● **Determine** basic phrases, basic clauses, and complete or incomplete sentences. <br><br> ● **Determine** punctuation used for effect and sentence patterning. | ● **Analyze** effective use of parallel structure. <br><br> ● **Analyze** various phrases and clauses to convey different meanings and add variety. <br><br> ● **Revise** sentences and paragraphs to improve the use of parallel structure. <br><br> ● **Revise** inappropriate sentence fragments and run-on sentences. <br><br> ● **Analyze** punctuation use for effect. | ● **Evaluate** parallel structure for emphasis or stylistic consistency. <br><br> ● **Evaluate** sentences using varied phrases and clauses to enhance sentence meaning. <br><br> ● **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 |
|---|
| 1. New-to-grade conventions |
|     a. The student will identify, use, edit to correct, and/or edit for correct usage of |
|         i. semicolons to link two or more closely related independent clauses, and |
|         ii. colons to introduce a list or quotation. |
| 2. Conventions assessed across relevant grades |
|     a. The student will identify, use, edit to correct, and/or edit for correct usage of |
|         i. word(s) or phrase(s) to precisely convey ideas, |
|         ii. punctuation to separate items in a series, |
|         iii. commas to set off nonrestrictive or parenthetical elements, |
|         iv. parentheses to set off nonrestrictive or parenthetical elements, and |
|         v. dashes to set off nonrestrictive or parenthetical elements. |
| 3. Carry-over skills from previous two grades |
|     a. The student will identify, use, edit to correct, and/or edit for correct usage of |
|         i. Grade 8 |
|             1. commas to indicate a pause or break, |
|             2. ellipses to indicate a pause, break, or omission, and |
|             3. dashes to indicate a pause or break. |
|         ii. Grade 7 |
|             1. commas separating coordinate adjectives. |

| Performance Level Descriptors | | |
|---|---|---|
| **Level 2: Basic** | **Level 3: Proficient** | **Level 4: Advanced** |
| ● **Determine** that semicolons link two or more closely related independent clauses.<br><br>● **Determine** that colons introduce a list or quotation. | ● **Use and correctly edit** semicolons to link two or more independent clauses.<br><br>● **Use and correctly edit** colons to introduce a list or quotation. | ● **Determine** best placement to use semicolons to link two or more independent clauses.<br><br>● **Analyze** appropriate use of colons to introduce a list or quotation. |

| | | |
|---|---|---|
| ● **Determine** words or phrases that precisely convey ideas.<br><br>● **Determine** correct punctuation for items in a series.<br><br>● **Determine** that commas set off nonrestrictive or parenthetical elements.<br><br>● **Determine** that parentheses set off nonrestrictive or parenthetical elements.<br><br>● **Determine** that dashes set off nonrestrictive or parenthetical elements. | ● **Use and correctly edit** words or phrases to precisely convey ideas.<br><br>● **Use and correctly edit** punctuation for items in a series.<br><br>● **Use and correctly edit** commas to set off nonrestrictive or parenthetical elements.<br><br>● **Use and correctly edit** parentheses to set off nonrestrictive or parenthetical elements.<br><br>● **Use and correctly edit** dashes to set off nonrestrictive or parenthetical elements. | ● **Analyze** when commas set off nonrestrictive or parenthetical elements.<br><br>● **Analyze** when parentheses set off nonrestrictive or parenthetical elements.<br><br>● **Analyze** the use of the dash and when to set off nonrestrictive or parenthetical elements. |