



ELA Target & Standard Performance Descriptors

Grade 10

This document aligns the **claims** and **targets** of the 2018–2019 Kansas Assessment Program (KAP) to the Kansas standards for English language arts. In addition, it illustrates how the state standards align to the performance level descriptors created for the assessment. Review how each standard is incorporated into the state assessment and the criteria that students must meet to demonstrate proficiency.

Targets are drawn from the standards, and under each target, you will find the connected standards. After each target, the goal Depth of Knowledge (DOK) is provided as a general reference for the projected maximum DOK of items.

Note: The 2020 KAP assessment design will focus on the language of Kansas standards. This document will be revised accordingly for the 2019–2020 school year.

Claim 1: Reading

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

- Students scoring in the Level 2 range typically read and comprehend readily accessible texts and may be able to read texts of moderate complexity. Students interact with both literary texts (Targets 1–7) and informational texts (Targets 8–14).
- Students scoring in the Level 3 range typically read, comprehend, and analyze readily accessible texts as well as read and comprehend texts of moderate complexity. They may be able to read very complex texts. Students interact with both literary texts (Targets 1–7) and informational texts (Targets 8–14).
- Students scoring in the Level 4 range typically read, comprehend, and analyze texts of moderate complexity and very complex texts. Students interact with both literary texts (Targets 1–7) and informational texts (Targets 8–14).

Claim 2: Writing

Students can produce effective writing for a range of purposes and audiences.

On the Kansas summative assessment, students are not composing but are reacting to composed texts to demonstrate knowledge, application, and synthesis of writing conventions. To measure student composition, students should continue to practice short and extended writing that is evaluated at the local level. For Target 9, students apply and edit conventions of varying sophistication in stimuli of varying complexity that are appropriate for their grade level. For example, a student scoring in Level 2 can edit for subject-verb agreement in a short, simple stimulus while a student scoring in Level 4 can edit for subject-verb agreement throughout a longer, more complex stimulus.

Blueprint Summary

The table below summarizes the content of the KAP ELA assessment for 2019.

KAP ELA Blueprint Summary					
Domain	% of Test	Focus	Cluster	Standards	DOK
Reading	60–65%	Literary Texts (30–35%)	Key Ideas & Details	RL.1–3	2–3
			Craft & Structure	RL.4–6	2–3
			Language in Reading	RL.10–12	2–3
			Integration of Knowledge & Ideas	RL.7–9	3
		Informational Texts (30–35%)	Key Ideas & Details	RI.1–3	2–3
			Craft & Structure	RI.4–6	2–3
			Language in Reading	RI.10–12	2–3
			Integration of Knowledge & Ideas	RI.7–9	3
Writing	35–40%	N/A	Text Types & Purposes	W.1–4	2
			Language in Writing	W.10–12	1

Claim 1, Target 1

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

DOK 2

RL.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.

LEVEL 2	LEVEL 3	LEVEL 4
Students can identify text evidence, such as explicit details, to support a given conclusion based on the text.	Students can identify text evidence, such as explicit or implicit details, to support a given conclusion based on the text.	Students can identify evidence from a text, such as explicit or implicit details, to support and refute a given inference and conclusion based on the text or texts.

<p>Claim 1, Target 2</p> <p>Identify or summarize central ideas, key events, or the sequence of events presented in a text.</p> <p>DOK 2</p>		
<p>RL.10.2: Determine a theme or central idea of a text and analyze in detail its development.</p>		
<p>LEVEL 2</p>	<p>LEVEL 3</p>	<p>LEVEL 4</p>
<p>Students can identify the type or genre of a literary text (e.g., fables); identify a theme or central idea presented in a text; and identify key ideas and events in a text.</p>	<p>Students can determine or summarize a theme or central idea presented in a text using supporting evidence and determine or summarize key events in a text using supporting evidence.</p>	<p>Students can analyze and summarize a theme or central idea presented in a text using supporting evidence and analyze and summarize key events in a text using supporting evidence.</p>

Claim 1, Target 3

Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation, analogies, words with multiple meanings, or academic/tier 2 words, based on context, word patterns, word relationships, etymology, dialectical English, idiomatic expressions, or use of specialized resources (e.g., dictionary, thesaurus), with primary focus on determining meaning based on context and the academic/tier 2 vocabulary common to complex texts in all disciplines.

DOK 2

RL.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.

RL.10.11: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

RL.10.12.b: Analyze nuances in the meaning of words with similar denotations.

SL.10.8: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can determine the meaning of a word or phrase based on its explicitly provided context in a text, determine the intended meaning of common/tier 1 words and academic/tier 2 words in a text, and use resources to determine the correct meaning of an unknown word in a text.</p>	<p>Students can determine the meaning of a word or phrase based on its explicitly provided context in a text, determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a text, use resources to determine the correct meaning of an unknown word or phrase in a text, and use etymology to determine the correct meaning of an unknown word or phrase in a text.</p>	<p>Students can determine the meaning of a word or phrase based on its explicit or implicit context in a text; determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a text; use resources to determine the correct meaning of an unknown word or phrase in a text; and use etymology, synonyms, and antonyms to determine the correct meaning of an unknown word or phrase in a text.</p>

Claim 1, Target 4

Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (e.g., character development/actions/traits; first- or third-person point of view).

DOK 3

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

RL.10.6: Analyze a particular point of view or cultural experience reflected in a work of literature.

RL.10.9: Analyze how an author draws on and transforms source material in a specific work.

LEVEL 2	LEVEL 3	LEVEL 4
Students can identify details or pieces of evidence within a text that support a conclusion.	Students can identify explicit or implicit details within a text or texts that support a conclusion or inference.	Students can form a conclusion and inference based on explicit and implicit details within a text or texts and identify explicit and implicit details within a text or texts that support that conclusion and inference.

Claim 1, Target 5

Analyze interrelationships among literary elements (e.g., characterization, conflict, ordering of actions, setting, dialogue, point of view) within or across texts.

DOK 3

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

RL.10.6: Analyze a particular point of view or cultural experience reflected in a work of literature.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can identify the use of literary elements within a text (e.g., dialogue, setting, conflict, character actions or interactions, and point(s) of view).</p>	<p>Students can describe or compare the use of or the relationships between literary elements within a text or across two texts (e.g., dialogue, setting, conflict, character actions or interactions, and point(s) of view).</p>	<p>Students can analyze and compare the impact of the relationships between literary elements within a text or across two texts (e.g., dialogue, setting, conflict, character actions or interactions, and point(s) of view).</p>

Claim 1, Target 6

Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation.

DOK 3

RL.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.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can identify the overall structure of a text or the structure within a text.</p>	<p>Students can determine how the overall structure of a text or the structure within a text impacts meaning and determine the impact of that structure on meaning.</p>	<p>Students can analyze how the overall structure of a text or the structure within a text impacts meaning and analyze and interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.</p>

Claim 1, Target 7

Interpret or analyze the figurative or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone.

DOK 3

RL.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.

RL.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.

RL.10.12: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can identify figurative language used in context, identify literary devices used in a text, and distinguish between denotative and connotative word meanings in the context of a text.</p>	<p>Students can interpret the meaning of figurative language used in context, interpret the intent and use of a literary device, and interpret the connotative meaning of words and phrases used in context.</p>	<p>Students can interpret the meaning of figurative language used in context and analyze the impact on meaning and tone; interpret the intent and use of a literary device and analyze the impact on meaning and tone; interpret the connotative meaning of words and phrases used in context and analyze the impact on meaning and tone; and analyze the impact of word choice on reader interpretation of meaning and tone.</p>

Claim 1, Target 8

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

DOK 2

RI.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.

LEVEL 2	LEVEL 3	LEVEL 4
Students can identify text evidence, such as explicit details, to support a given conclusion based on the text.	Students can identify text evidence, such as explicit or implicit details, to support a given conclusion based on the text.	Students can identify evidence from a text, such as explicit or implicit details, to support and refute a given inference and conclusion based on the text or texts.

<p>Claim 1, Target 9</p> <p>Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and relevant details.</p> <p>DOK 2</p>		
<p>RI.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.</p>		
LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can identify a central idea or topic, supporting details, a key event, or a procedure in a text.</p>	<p>Students can determine or summarize a central idea, a topic, or subtopics in a text using supporting details; determine or summarize key events or a procedure in a text; and connect key details or steps in the correct order to support a central idea.</p>	<p>Students can analyze and summarize a central idea, a topic, and subtopics in a text using supporting details; analyze and summarize key events and a procedure in a text; and connect key details and steps in the correct order to support a central idea.</p>

Claim 1, Target 10

Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific/technical/tier 3 words, analogies, and connotation/denotation, based on context, word patterns, relationships, etymology, dialectical English, idiomatic expressions, or use of specialized resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines.

DOK 2

RI.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.

RI.10.11: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can determine the meaning of a word or phrase based on its explicitly provided context in a text, determine the intended meaning of common/tier 1 words and academic/tier 2 words in a text, and use resources to determine the correct meaning of an unknown word in a text.</p>	<p>Students can determine the meaning of a word or phrase based on its explicitly provided context in a text, determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a text, use resources to determine the correct meaning of an unknown word or phrase in a text, and use etymology to determine the correct meaning of an unknown word or phrase in a text.</p>	<p>Students can determine the meaning of a word or phrase based on its explicit or implicit context in a text; determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a text; use resources to determine the correct meaning of an unknown word or phrase in a text; use etymology, synonyms, and antonyms to determine the correct meaning of an unknown word or phrase in a text.</p>

Claim 1, Target 11

Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (e.g., author's line of reasoning, point of view/purpose, relevance of evidence or elaboration to support claims, concepts, ideas).

DOK 3

RI.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.

RI.10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI.10.7: Analyze various accounts of a subject told in different media, determining which details are emphasized in each account.

RI.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.

RI.10.9: Analyze documents of historical and literary significance, including how they address related themes and concepts.

LEVEL 2	LEVEL 3	LEVEL 4
Students can identify details or pieces of evidence within a text that support a conclusion.	Students can identify explicit or implicit details within a text or texts that support a conclusion or inference.	Students can form a conclusion and inference based on explicit and implicit details within a text or texts and identify explicit and implicit details within a text or texts that support that conclusion and inference.

Claim 1, Target 12

Analyze texts to determine how connections are made in development of complex ideas or events or in development of topics, or rhetorical features.

DOK 3

RI.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.

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

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can identify the interaction between elements of a text (e.g., events, people, ideas, and topics) within a text and identify conflicting information within a text.</p>	<p>Students can describe the relationship or interaction between elements of a text (e.g., events, people, ideas, and topics) using explicit details within a text and determine how conflicting information reveals the author's purpose or point of view within a text.</p>	<p>Students can analyze the relationship and interaction between elements of a text (e.g., events, people, ideas, and topics) using explicit and implicit details within a text or across two texts and analyze how conflicting information reveals the author's purpose or point of view within a text or across two texts.</p>

Claim 1, Target 13

Relate knowledge of text structures or formats or genre features (e.g., graphic/visual information) to integrate information or analyze the impact on meaning or presentation.

DOK 3

RI.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.

RI.10.7: Analyze various accounts of a subject told in different media, determining which details are emphasized in each account.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can identify text structures and features (e.g., headings, formatting, and indices) and describe the function of text structures to organize text.</p>	<p>Students can describe how the overall structure of a text or the inclusion of text features (e.g., headings, formatting, and indices) impacts meaning and interpret the impact of that structure on meaning.</p>	<p>Students can determine how the overall structure of a text or the inclusion of text features (e.g., headings, formatting, and indices) impacts meaning; analyze and interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning; and analyze the relationship and effectiveness between a text and other resources.</p>

Claim 1, Target 14

Analyze the figurative or connotative meanings of words and phrases used in context and the impact of these word choices on meaning and tone.

RI.10.12: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech in context and analyze their role in the text.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can identify figurative language used in context, identify literary devices used in a text, and distinguish between denotative and connotative word meanings in the context of a text.</p>	<p>Students can interpret the meaning of figurative language used in context, interpret the intent and use of a literary device, and interpret the connotative meaning of words and phrases used in context.</p>	<p>Students can interpret the meaning of figurative language used in context and analyze the impact on meaning and tone; interpret the intent and use of a literary device and analyze the impact on meaning and tone; interpret the connotative meaning of words and phrases used in context and analyze the impact on meaning and tone; and analyze the impact of word choice on reader interpretation of meaning and tone.</p>

Claim 2, Target 1a

Demonstrate ability to use specific narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., provide closure, introduce narrator, or use dialogue when describing an event).

DOK 2

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

- a. Engage the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.10.9: Draw evidence from grades 9–10 literary or informational texts to support analysis, reflection, and research.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Based on their understanding of explicit context, students can use information provided in a stimulus to develop, organize, revise, or elaborate narratives that engage and orient the reader by setting out a problem, situation, or observation; establishing a point of view; introducing a narrator or character(s); sequencing events logically; and providing a conclusion that follows from the narrative.</p>	<p>Based on their understanding of explicit context or an explicitly stated theme or central idea, students can use information provided in a stimulus to develop, organize, or revise narratives that engage and orient the reader by setting out a problem, situation, or observation and its significance; establishing a point of view; introducing a narrator and/or character(s); using a variety of techniques, such as a sense of mystery, suspense, growth, or resolution, to sequence events so that they build on one another to create a coherent whole; and providing a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. When revising, students can reorganize reasons and evidence to support an idea.</p>	<p>Based on their understanding of inferences from context or an explicit or implicit theme or central idea, students can use information provided in a stimulus to develop, organize, and revise narratives that engage and orient the reader by setting out a problem, situation, and observation and its significance; establishing one or multiple point(s) of view; introducing a narrator and character(s); using a variety of techniques, such as a sense of mystery, suspense, growth, and resolution, to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; and providing a conclusion that follows from and reflects on what is experienced, observed, and resolved over the course of the narrative. When revising, students can reorganize reasons and evidence to support an idea.</p>

Claim 2, Target 1b

Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., provide closure, introduce narrator's point of view, or use dialogue when describing an event or to advance action).

DOK 2

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

- a. Engage the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.10.9: Draw evidence from grades 9–10 literary or informational texts to support analysis, reflection, and research.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Based on their understanding of explicit context, students can use information provided in a stimulus to develop, organize, revise, or elaborate narratives that engage the reader by setting out a problem, situation, or observation; establishing a point of view; introducing a narrator or character(s); sequencing events logically; and providing a conclusion that follows from the narrative.</p>	<p>Based on their understanding of explicit context or an explicitly stated theme or central idea, students can use information provided in a stimulus to develop, organize, or revise narratives that engage the reader by setting out a problem, situation, or observation and its significance; establishing a point of view; introducing a narrator and/or character(s); using a variety of techniques, such as a sense of mystery, suspense, growth, or resolution, to sequence events so that they build on one another to create a coherent whole; and providing a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. When revising, students can reorganize reasons and evidence to support an idea.</p>	<p>Based on their understanding of inferences from context or an explicit or implicit theme or central idea, students can use information provided in a stimulus to develop, organize, and revise narratives that engage the reader by setting out a problem, situation, and observation and its significance; establishing one or multiple point(s) of view; introducing a narrator and character(s); using a variety of techniques, such as a sense of mystery, suspense, growth, and resolution, to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; and providing a conclusion that follows from and reflects on what is experienced, observed, and resolved over the course of the narrative. When revising, students can reorganize reasons and evidence to support an idea.</p>

Claim 2, Target 3a

Demonstrate ability to apply a variety of strategies in informational/explanatory text: organizing ideas by stating and maintaining a focus or tone, providing appropriate transitional strategies for coherence, developing a complex topic and subtopics, including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (e.g., articulating implications or the significance of a topic).

DOK 2

W.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.

- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.10.9: Draw evidence from grades 9–10 literary or informational texts to support analysis, reflection, and research.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Based on their understanding of explicit context, students can use information provided in a stimulus to develop, organize, or revise informational or explanatory texts by identifying improved organizational elements, such as introducing topics and subtopics; organizing ideas, concepts, and information; providing some appropriate transitions and syntax to create cohesion and clarify the relationships among ideas and concepts; and providing a conclusion.</p>	<p>Based on their understanding of explicit context or an explicitly stated theme or central idea, students can use information provided in a stimulus to develop, organize, or revise informational or explanatory texts by identifying improved organizational elements, such as introducing complex topics and subtopics; organizing complex ideas, concepts, or information so that each element builds on that which precedes it to create a unified whole; providing appropriate or varied transitions and syntax to create cohesion or clarify the relationships among complex ideas and concepts; and providing a conclusion that follows from and supports the information or explanation presented. When revising, students can reorganize reasons and evidence to support an idea.</p>	<p>Based on their understanding of inferences from context or an explicit or implicit theme or central idea, students can use information provided in a stimulus to develop, organize, and revise informational or explanatory texts by identifying and applying improved organizational elements, such as introducing complex topics and subtopics; organizing complex ideas, concepts, and information so that each element builds on that which precedes it to create a unified whole; providing appropriate and varied transitions and syntax to create cohesion and clarify the relationships among complex ideas and concepts; and providing a conclusion that follows from and supports the information or explanation presented, such as articulating implications or the significance of a topic. When revising, students can reorganize reasons and evidence to support an idea.</p>

Claim 2, Target 3b

Apply a variety of strategies when writing one or more paragraphs of informational text: organizing ideas by stating a thesis and maintaining a focus, developing a complex topic and subtopics, including relevant supporting evidence (from texts when appropriate) and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (i.e., articulating implications or the significance of a topic).

DOK 2

W.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.

- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.10.9: Draw evidence from grades 9–10 literary or informational texts to support analysis, reflection, and research.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Based on their understanding of explicit context, students can use information in a stimulus to develop, organize, or revise informational or explanatory texts by identifying the best use of elaboration techniques, such as developing the thesis by selecting supporting evidence; using common/tier 1 vocabulary and academic/tier 2 vocabulary; and deleting details that do not support the thesis.</p>	<p>Based on their understanding of explicit context or an explicitly stated theme or central idea, students can use information in a stimulus and/or provided notes to develop, organize, or revise informational or explanatory texts by identifying the best use of elaboration techniques, such as developing the thesis by selecting the most significant and relevant supporting evidence (e.g., facts, extended definitions, concrete details, and quotations) appropriate to the audience's knowledge of the topic; using precise language, academic/tier 2 vocabulary, and domain-specific/tier 3 vocabulary to manage the complexity of the topic as needed; establishing and maintaining appropriate formal style and objective tone; and deleting details that do not support the thesis.</p>	<p>Based on their understanding of inferences from context or an explicit or implicit theme or central idea, students can use information in a stimulus and/or provided notes to develop, organize, and revise complex informational or explanatory texts by identifying the best use of elaboration techniques, such as developing the thesis by selecting the most significant and relevant supporting evidence (e.g., facts, extended definitions, concrete details, quotations, and paraphrased and cited statements) appropriate to the audience's knowledge of the topic; using precise language and domain-specific/tier 3 vocabulary and techniques (e.g., metaphor, simile, and analogy) to manage the complexity of the topic; establishing and maintaining appropriate formal style and objective tone; adding supporting visuals where appropriate; and deleting details that do not support the thesis.</p>

Claim 2, Target 6a

Demonstrate ability to apply a variety of strategies in texts that express arguments about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counterclaims using credible sources, providing appropriate transitional strategies for coherence, using appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.

DOK 2

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

- a. Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.
- b. Develop claims and counterclaims fairly, supporting evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows and supports the argument presented.

W.10.9: Draw evidence from grades 9–10 literary or informational texts to support analysis, reflection, and research.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Based on their understanding of explicit context, students can use information provided in a stimulus to develop, organize, or revise arguments by identifying improved organizational elements, such as establishing a claim, identifying reasons and evidence to support the claim, providing some appropriate transitional strategies for coherence, and using common/tier 1 vocabulary for the argument.</p>	<p>Based on their understanding of explicit context or an explicitly stated theme or central idea, students can use information provided in a stimulus to develop, organize, or revise arguments by identifying improved organizational elements, such as establishing a precise claim; organizing reasons and evidence to support claims to build a logical argument; providing appropriate transitional strategies for coherence (e.g., clarifying relationships between and among claims, counterclaims, reasons, and evidence); using academic/tier 2 vocabulary for the argument; and providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s). When revising, students can reorganize reasons and evidence to support an idea.</p>	<p>Based on their understanding of inferences from context or an explicit or implicit theme or central idea, students can use information provided in a stimulus to develop, organize, and revise arguments by identifying and applying improved organizational elements, such as establishing a precise claim; organizing reasons and evidence to support claims to build a logical argument; providing appropriate transitional strategies for coherence (e.g., clarifying relationships between and among claims, counterclaims, reasons, and evidence); using academic/tier 2 and domain-specific/tier 3 vocabulary appropriate for the argument; and providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s). When revising, students can reorganize reasons and evidence to support an idea.</p>

Claim 2, Target 6b

Apply a variety of strategies when revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counterclaims using credible sources, providing appropriate transitional strategies for coherence, using appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.

DOK 2

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

- a. Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.
- b. Develop claims and counterclaims fairly, supporting evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows and supports the argument presented.

W.10.9: Draw evidence from grades 9–10 literary or informational texts to support analysis, reflection, and research.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Based on their understanding of explicit context, students can use information in a stimulus to develop, organize, or revise arguments by identifying the best use of elaboration techniques, such as identifying relevant reasons from provided notes to support claims, identifying relevant evidence from provided notes to support reasons, identifying other claims, and deleting details that do not support the claim.</p>	<p>Based on their understanding of explicit context or an explicitly stated theme or central idea, students can use information in a stimulus and/or provided notes to develop, organize, or revise arguments by identifying the best use of elaboration techniques, such as referencing, including, or integrating relevant reasons to support claims or counterclaims; referencing, including, or integrating relevant and credible evidence to support reasons, claims, or counterclaims; acknowledging alternate or opposing claims; establishing a formal style, such as including appropriate sentence variety for audience and purpose; and deleting details that do not support the claim.</p>	<p>Based on their understanding of inferences from context or an explicit or implicit theme or central idea, students can use information in a stimulus and/or provided notes to develop, organize, and revise complex arguments by identifying and applying the best use of elaboration techniques, such as referencing, including, and integrating relevant reasons to support claims and counterclaims; referencing, including, and integrating relevant and credible evidence to support reasons, claims, and counterclaims; addressing alternate and opposing claims; establishing and maintaining a formal style, such as including appropriate sentence variety for audience and purpose; and deleting details that do not support the claim.</p>

Claim 1, Target 8

Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.

DOK 1

W.10.2.d: Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.10.3.d: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

SL.10.8: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can identify and use academic/tier 2 words or phrases to convey the precise meaning of a text to inform or explain; identify words or phrases, including figurative or sensory language and telling details, to convey a picture of setting, character, events, experiences, or ideas in narrative writing; and identify general academic/tier 2 words or phrases to use in a text to precisely convey actions, emotions, or states of being that are basic to a particular topic.</p>	<p>Students can identify and use the best academic/tier 2 or grade-level or below domain-specific/tier 3 vocabulary words or phrases to convey the precise or intended meaning of a text to inform or explain; identify and use better words or phrases to make vague language in a text more precise; identify and use precise words or phrases, including figurative or sensory language and telling details, to convey a vivid picture of setting, character, events, experiences, or ideas in narrative writing; and identify and use the best general academic/tier 2 or domain-specific/tier 3 words or phrases to use in a text to precisely convey actions, emotions, or states of being that are basic to a particular topic and specific to a writing task.</p>	<p>Students can identify and use the best academic/tier 2 and domain-specific/tier 3 vocabulary words or phrases to convey the precise or intended meaning of a text to inform or explain; identify and use better words or phrases to make vague language in a text more precise; identify and use precise words or phrases, including figurative or sensory language and telling details, to convey a vivid picture of setting, character, events, experiences, and ideas in narrative writing; identify and use the best general academic/tier 2 or domain-specific/tier 3 words or phrases to use in a text to precisely convey actions, emotions, and states of being that are basic to a particular topic and specific to a writing task; and evaluate the effect of word choice on the audience in achieving a purpose.</p>

Claim 1, Target 9

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

DOK 1

W.10.10: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
- b. Use parallel structure.
- c. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.

W.10.11: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a semicolon to link two or more closely related independent clauses.
- b. Use a colon to introduce a list or quotation.
- c. Spell correctly.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can apply and edit some grade-appropriate conventions for grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory or informational, and argumentative texts.</p> <p>Conventions at this grade and level of proficiency include refining knowledge of subject-verb agreement; pronoun-antecedent agreement; corrections for inappropriate sentence fragments and run-on sentences; frequently confused words (<i>to/too/two; there/their</i>); corrections for inappropriate shifts in verb tense; inappropriate shifts in pronoun number and person; vague, ambiguous, or unclear pronoun references; punctuation to separate items in a series; punctuation, such as commas, dashes, and parentheses, to set off nonrestrictive or parenthetical elements; misplaced and dangling modifiers; inappropriate shifts in verb voice and mood; corrections for parallel structure; corrections of punctuation for semicolons to link two or more closely related independent clauses; colons to introduce a list or quotation; and capitalization and spelling of grade-appropriate words and may also include conventions from the previous two grade levels.</p>	<p>Students can apply and edit most grade-appropriate conventions for grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory or informational, and argumentative texts.</p> <p>Conventions at this grade and level of proficiency include refining knowledge of subject-verb agreement; pronoun-antecedent agreement; corrections for inappropriate sentence fragments and run-on sentences; frequently confused words (<i>to/too/two; there/their</i>); corrections for inappropriate shifts in verb tense; inappropriate shifts in pronoun number and person; vague or ambiguous or unclear pronoun references; punctuation to separate items in a series; punctuation, such as commas, dashes, and parentheses, to set off nonrestrictive or parenthetical elements; misplaced and dangling modifiers; inappropriate shifts in verb voice and mood; corrections for parallel structure; corrections of punctuation for semicolons to link two or more closely related independent clauses; colons to introduce a list or quotation; and capitalization and spelling of grade-appropriate words and may also include conventions from the previous two grade levels.</p>	<p>Students can apply and edit almost all grade-appropriate conventions for grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory or informational, and argumentative texts.</p> <p>Conventions at this grade and level of proficiency include refining knowledge of subject-verb agreement; pronoun-antecedent agreement; corrections for inappropriate sentence fragments and run-on sentences; frequently confused words (<i>to/too/two; there/their</i>); corrections for inappropriate shifts in verb tense; inappropriate shifts in pronoun number and person; vague, ambiguous, or unclear pronoun references; punctuation to separate items in a series; punctuation, such as commas, dashes, and parentheses, to set off nonrestrictive or parenthetical elements; misplaced and dangling modifiers; inappropriate shifts in verb voice and mood; corrections for parallel structure; corrections of punctuation for semicolons to link two or more closely related independent clauses; colons to introduce a list or quotation; and capitalization and spelling of grade-appropriate words and may also include conventions from the previous two grade levels.</p>