

English Language Arts
Grade 9-10

PLD	Standard	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
		For grade-appropriate texts, the Minimally Proficient student	For grade-appropriate texts, the Partially Proficient student	For grade-appropriate texts, the Proficient student	For grade-appropriate texts, the Highly Proficient student
Reading: Literature					
Detailed	9-10.RL.1	cites textual evidence to support analysis of what the text says explicitly.	cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	cites strong and thorough textual evidence to support a deep analysis of what the text says explicitly as well as complex inferences drawn from the text.
Detailed	9-10.RL.2	identifies a theme or central idea of a text and describes its development over the course of a text; provides a restatement of the text.	determines a theme or central idea of a text and describes in detail its development over the course of a text; provides a basic summary of the text.	determines a theme or central idea of a text and analyzes in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provides an objective summary of the text.	determines and evaluates a theme or central idea of a text and analyzes in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provides a comprehensive, objective summary of the text.
Detailed	9-10.RL.3	identifies how characters develop, interact with other characters, and advance the plot or develop the theme.	describes how characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme.	analyzes how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of the text, interact with other characters, and advance the plot or develop the theme.	analyzes the effectiveness of the author's development of complex characters (e.g., those with multiple or conflicting motivations) over the course of the text, including how they interact to advance the plot or shape the theme.

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Detailed	9-10.RL.4	with textual support (e.g., context clues, embedded definition, etc.), determines the literal meaning of words and phrases as they are used in the text; describes the impact of specific word choices on meaning.	with textual support (e.g., context clues, embedded definition, etc.), determines the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyzes the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	determines the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyzes the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	determines the meaning of complex words and phrases as they are used in the text, including figurative and connotative meanings; analyzes and evaluates the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
Detailed	9-10.RL.5	identifies an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks).	describes an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks).	analyzes how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) to create such effects as mystery, tension, or surprise.	analyzes how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise, and evaluates their impact on the text as a whole.
Detailed	9-10.RL.6	identifies how points of view and/or cultural experiences are reflected in works of literature.	describes how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.	analyzes how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.	analyzes how competing points of view and/or cultural experiences are reflected in works of literature, drawing on a deep understanding of a variety of literary texts.

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Detailed	9-10.RL.7	identifies the differences in a depiction of a subject or a key scene in two different artistic mediums.	compares and contrasts the depictions of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	analyzes the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	analyzes the effect of the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
Detailed	9-10.RL.9	recognizes that an author draws on source material in a specific work.	describes how an author draws on and transforms source material in a specific work.	analyzes how an author draws on and transforms source material in a specific work.	analyzes the effectiveness of how an author draws on and transforms source material in a specific work in a demonstration of deeper understanding of the text.

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Reading: Informational Text					
Detailed	9-10.RI.1	cites textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text.	cites strong textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text.	cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	cites strong and thorough textual evidence to support a deep analysis of what the text says explicitly as well as complex inferences drawn from the text.
Detailed	9-10.RI.2	identifies a central idea of a text and describes its development; provides a restatement of the text using key details.	determines a central idea of a text and describes its development over the course of a text; provides a summary of the text with specific details.	determines a central idea of a text and analyzes its development over the course of the text, including how it emerges and is shaped and refined by specific details; provides an objective summary of the text.	determines and evaluates a central idea of a text and analyzes in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provides a comprehensive, objective summary of the text.
Detailed	9-10.RI.3	identifies how the author constructs an analysis or a series of ideas or events, including the order in which the points are made and how they are introduced and developed.	describes how the author constructs an analysis or a 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.	analyzes how the author constructs an analysis or a 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.	evaluates the effect of how the author constructs an analysis or a 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.

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Detailed	9-10.RI.4	with textual support (e.g., context clues, embedded definition, etc.), determines the meaning of words and phrases as they are used in a text; identifies the impact of specific word choices on meaning and tone.	with textual support (e.g., context clues, embedded definition, etc.), determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; describes the impact of specific word choices on meaning and tone.	determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes the cumulative impact of specific word choices on meaning and tone.	analyzes the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; evaluates the cumulative rhetorical effect of specific word choices on meaning and tone.
Detailed	9-10.RI.5	identifies how an author's ideas or claims are developed by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	describes how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	analyzes in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	evaluates how an author develops his or her ideas or claims and refines them with particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
Detailed	9-10.RI.6	identifies an author's point of view or purpose in a text; identifies the author's use of rhetoric to support that point of view or purpose.	identifies an author's point of view or purpose in a text and describes how an author uses rhetoric to advance that point of view or purpose.	determines an author's point of view or purpose in a text and analyzes how an author uses rhetoric to advance that point of view or purpose.	analyzes an author's point of view or purpose in a text and evaluates the effectiveness of an author's use of rhetoric to advance that point of view or purpose.

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Detailed	9-10.RI.7	describes various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia).	compares and contrasts various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), identifying which details are emphasized in each account.	analyzes various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	analyzes various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), evaluating the effect of the emphasis of different details in each account.
Detailed	9-10.RI.8	delineates and evaluates the argument and claims in a text, describing the reasoning and evidence used to support the claim.	delineates and evaluates the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.	delineates and evaluates the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identifies false statements and fallacious reasoning.	explicates and evaluates the argument and specific claims in a text, citing specific language from the text in an assessment of whether the reasoning is valid and the evidence is relevant and sufficient; identifies subtle instances of false statements and fallacious reasoning.
Detailed	9-10.RI.9	describes specific aspects of seminal/primary documents of historical and literary significance.	analyzes specific aspects of seminal/primary documents of historical and literary significance, including identifying a related theme or concept.	analyzes seminal/primary documents of historical and literary significance, including how they address related themes and concepts.	evaluates the reasoning and rhetorical strategies employed in seminal/primary documents of historical and literary significance, including how they address related themes and concepts.

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Writing					
Detailed	9-10.W.1	<p>writes arguments to support claims in an analysis of substantive topics or texts, using reasoning and evidence:</p> <p>a. introduces claim(s) and creates an organization, establishing relationships among claim(s), reasons, and evidence.</p> <p>b. develops claim(s), supplying evidence in a manner that anticipates the audience's concerns.</p> <p>c. uses words, phrases, and clauses to link the major sections of the text and clarify the relationships between claim(s) and reasons, and between reasons and evidence.</p> <p>d. attempts a formal style and objective tone while demonstrating awareness of the norms and conventions of Standard English.</p> <p>e. provides a concluding statement or section.</p>	<p>writes arguments to support claims in an analysis of substantive topics or texts, using reasoning and relevant evidence:</p> <p>a. introduces claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates an organization that establishes relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. develops claim(s) and counterclaims, supplying evidence for each while pointing out the strengths of both in a manner that anticipates the audience's concerns.</p> <p>c. uses words, phrases, and clauses to link the major sections of the text and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p>writes arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence:</p> <p>a. introduces precise claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. develops claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. uses words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p>writes highly effective arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence:</p> <p>a. introduces strong and precise claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates an effective organization that establishes strong, clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. develops strong claim(s) and counterclaims fairly, supplying thorough evidence for each while pointing out the strengths and limitations of both in a manner that effectively anticipates the audience's knowledge level and concerns.</p> <p>c. uses precise words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>

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			<p>d. establishes a formal style and objective tone while demonstrating awareness of the norms and conventions of the discipline in which he or she is writing.</p> <p>e. provides a concluding statement or section that supports the argument presented.</p>	<p>d. establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which he or she is writing.</p> <p>e. provides a concluding statement or section that follows from and supports the argument presented.</p>	<p>d. establishes and maintains a rhetorically appropriate formal style and objective tone while attending to the norms and conventions of the discipline in which he or she is writing.</p> <p>e. provides an effective concluding statement or section that follows from and supports the argument presented.</p>
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Detailed	9-10.W.2	<p>writes informative/explanatory texts to examine and convey ideas, concepts, and information through the selection, organization, and analysis of content:</p> <p>a. states a topic; attempts an organization of ideas, concepts, and information to make connections and distinctions.</p> <p>b. develops the topic with information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. uses appropriate transitions to link the major sections of the texts.</p> <p>d. uses topic-appropriate language and vocabulary to describe the topic.</p> <p>e. attempts a formal style and an appropriate tone while demonstrating awareness of the norms and conventions of Standard English.</p> <p>f. provides a concluding statement or section.</p>	<p>writes informative/explanatory texts to examine and convey ideas, concepts, and information accurately through the selection, organization, and analysis of content:</p> <p>a. states a topic; organizes ideas, concepts, and information to make connections and distinctions; includes formatting (e.g., headings) and graphics (e.g., figures, tables) to aid comprehension.</p> <p>b. develops the topic with relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience.</p> <p>c. uses appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. uses topic-appropriate language and domain-specific vocabulary to manage the complexity of the topic.</p>	<p>writes informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content:</p> <p>a. introduces a topic; organizes complex ideas, concepts, and information to make important connections and distinctions; includes formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to aiding comprehension.</p> <p>b. develops 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.</p> <p>c. uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. uses precise language and domain-specific vocabulary to manage the complexity of the topic.</p>	<p>writes highly effective informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content:</p> <p>a. clearly introduces a topic; strategically organizes complex ideas, concepts, and information to make important connections and distinctions; includes important formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to aiding comprehension.</p> <p>b. thoroughly develops 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.</p> <p>c. consistently and effectively uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>
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			<p>e. establishes a formal style and an appropriate tone while demonstrating awareness of the norms and conventions of the discipline in which he or she is writing.</p> <p>f. provides a concluding statement or section that supports the information or explanation presented.</p>	<p>e. establishes and maintains a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which he or she is writing.</p> <p>f. provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>d. uses precise language, domain-specific vocabulary, and figures of speech to manage the complexity of the topic.</p> <p>e. establishes and maintains a rhetorically effective formal style and an appropriate tone while attending to the norms and conventions of the discipline in which he or she is writing.</p> <p>f. provides an effective concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
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Detailed	9-10.W.4-6	produces writing in which the development, organization, and style are appropriate to the task and purpose; strengthens writing as needed by revising and editing; uses technology to produce writing.	produces coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience; strengthens writing as needed by planning, revising, and editing; uses technology, including the Internet, to produce and publish writing products, taking advantage of technology's capacity to display information flexibly and dynamically.	produces clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience; uses technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	produces clear and coherent writing in which the development, organization, and style are highly effective for the task, purpose, and audience; develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience; uses technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Detailed	9-10.W.7	conducts short research projects to answer a given simple question or solve a given simple problem; uses discrete information from sources on the subject, demonstrating a developing understanding of the subject under investigation.	conducts short as well as more sustained research projects to answer a simple question (including a self-generated question) or solve a simple problem; narrows or broadens the inquiry when appropriate; synthesizes sources on the subject, demonstrating understanding of the subject under investigation.	conducts short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrows or broadens the inquiry when appropriate; synthesizes multiple sources on the subject, demonstrating understanding of the subject under investigation.	conducts short as well as more sustained research projects to answer a complex question (including a self-generated question) or solve a complex problem; narrows or broadens the inquiry when appropriate; synthesizes multiple high-quality sources on the subject, demonstrating complete understanding of the subject under investigation.

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Detailed	9-10.W.8	gathers information from print and digital sources; integrates information into the text, avoiding plagiarism and following a standard format for citation.	gathers relevant information from multiple print and digital sources, using searches effectively; assesses the usefulness of each source in answering the research question; integrates information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	gathers relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assesses the usefulness of each source in answering the research question; integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	gathers highly relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assesses and analyzes the usefulness of each source in answering the research question; seamlessly integrates information into the text selectively to create and maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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Listening					
Detailed	9-10.SL.2	uses multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally).	uses multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.	integrates multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.	effectively integrates multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) to meet the needs of a specific task, audience, and purpose, while evaluating the credibility and accuracy of each source.
Detailed	9-10.SL.3	summarizes a speaker's point of view, reasoning, and use of evidence.	evaluates a speaker's point of view, reasoning, and use of evidence, identifying any fallacious reasoning.	evaluates a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	thoroughly evaluates a speaker's point of view, reasoning, and use of evidence and rhetoric, analyzing any fallacious reasoning or exaggerated or distorted evidence.

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Language					
Detailed	9-10.L.1	<p>demonstrates basic understanding of the conventions of Standard English grammar and usage when writing or speaking:</p> <p>a. inconsistently uses parallel structure.</p> <p>b. inconsistently uses various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p>demonstrates understanding of the conventions of Standard English grammar and usage when writing or speaking:</p> <p>a. occasionally uses parallel structure.</p> <p>b. generally uses various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p>demonstrates command of the conventions of Standard English grammar and usage when writing or speaking:</p> <p>a. uses parallel structure.</p> <p>b. uses various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p>demonstrates strong command of the conventions of Standard English grammar and usage when writing or speaking:</p> <p>a. uses parallel structure.</p> <p>b. uses various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>

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Detailed	9-10.L.2	<p>demonstrates basic understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing:</p> <p>a. inconsistently uses a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. inconsistently uses a colon to introduce a list or quotation.</p> <p>c. spells below-grade-level words correctly.</p>	<p>demonstrates understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing:</p> <p>a. generally uses a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. generally uses a colon to introduce a list or quotation.</p> <p>c. spells most grade-level words correctly.</p>	<p>demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing:</p> <p>a. uses a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. uses a colon to introduce a list or quotation.</p> <p>c. spells grade-level words correctly.</p>	<p>demonstrates strong command of the conventions of Standard English capitalization, punctuation, and spelling when writing, using that command to enhance style and meaning:</p> <p>a. uses a semicolon to link two or more closely related independent clauses.</p> <p>b. uses a colon to introduce a list or quotation.</p> <p>c. spells above-grade-level words correctly.</p>
Detailed	9-10.L.3	<p>recognizes basic knowledge of language to identify how language functions in different contexts, to make choices for meaning or style, and to generally comprehend when reading or listening:</p> <p>a. inconsistently writes and edits work so that it conforms to the guidelines in a style manual.</p>	<p>applies knowledge of language to identify how language functions in different contexts, to make effective choices for meaning or style, and to generally comprehend more fully when reading or listening:</p> <p>a. generally writes and edits work so that it conforms to the guidelines in a style manual.</p>	<p>applies knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening:</p> <p>a. writes and edits work so that it conforms to the guidelines in a style manual.</p>	<p>applies strong knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening:</p> <p>a. writes and edits work so that it conforms to the guidelines in a style manual.</p>

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Detailed	9-10.L.4	<p>inconsistently determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from at least one strategy:</p> <p>a. identifies and correctly uses patterns of below-grade-level word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>b. uses context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a straightforward word or phrase.</p> <p>c. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>	<p>determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from one or more strategies:</p> <p>a. identifies and correctly uses patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>b. uses context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>c. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. verifies the preliminary determination of the meaning of a word or phrase.</p>	<p>determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:</p> <p>a. identifies and correctly uses patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>b. uses context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>c. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. verifies the preliminary determination of the meaning of a word or phrase.</p>	<p>authoritatively determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:</p> <p>a. identifies and correctly uses patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>b. uses context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>c. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. verifies the preliminary determination of the meaning of a word or phrase.</p>
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		d. verifies the preliminary determination of the meaning of a below-grade-level word or phrase.			
Detailed	9-10.L.5	<p>demonstrates simple understanding of figurative language, word relationships, and nuances in word meanings:</p> <p>a. inconsistently recognizes figures of speech (e.g., euphemism, oxymoron) in context and analyzes their role in the text.</p> <p>b. inconsistently recognizes nuances in the meaning of words with similar denotations.</p>	<p>demonstrates basic understanding of figurative language, word relationships, and nuances in word meanings:</p> <p>a. recognizes figures of speech (e.g., euphemism, oxymoron) in context and analyzes their role in the text.</p> <p>b. recognizes nuances in the meaning of words with similar denotations.</p>	<p>demonstrates understanding of figurative language, word relationships, and nuances in word meanings:</p> <p>a. interprets figures of speech (e.g., euphemism, oxymoron) in context and analyzes their role in the text.</p> <p>b. analyzes nuances in the meaning of words with similar denotations.</p>	<p>demonstrates strong understanding of complex figurative language, complex word relationships, and subtle nuances in word meanings:</p> <p>a. interprets and uses figures of speech in context and analyzes their role in texts.</p> <p>b. analyzes and uses nuances in the meaning of words with similar denotations.</p>

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