

Student Personal Learning Goals - ELA Edition

Charting My Progress		Ninth Grade Literature & Composition			page 1 of 9
Standard	Emerging (1)	Developing (2)	Proficient (3)	Distinguished (4)	
9.RL.1	I can cite limited evidence to support my analyses of what texts say explicitly as well as basic inferences drawn from texts.	I can cite adequate textual evidence to support my analyses of what texts say explicitly as well as basic inferences drawn from texts.	I can cite strong and thorough textual evidence to support my analyses of what texts say explicitly as well as inferences drawn from texts.	I can cite strong and thorough textual evidence to support my in-depth analyses of what texts say explicitly as well as elaborate inferences drawn from texts.	
9.RL.2	I can determine themes or central ideas of texts and identify their development and provide basic summaries of texts.	I can determine themes or central ideas of texts and describe their development over the course of texts and provide summaries of texts.	I can determine themes or central ideas of texts and analyze in detail their development over the course of texts, including how they emerge and are shaped and refined by specific details, and provide objective summaries of texts.	I can determine and critique themes or central ideas of texts and analyze in detail their development over the course of texts, including how they emerge and are shaped and refined by specific details, and provide thorough, objective summaries of texts.	
9.RL.3	I can identify how characters develop, interact with other characters, and advance the plots.	I can describe how characters develop over the course of texts, interact with other characters, and advance the plots or themes.	I can analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of texts, interact with other characters, and advance the plots or themes.	I can analyze and critique how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of texts, interact with other characters, and advance the plots or themes.	
9.RL.4	I can use apparent textual evidence (e.g., context clues, embedded definitions) to determine meanings of words and phrases as they are used in texts and identify the impact of specific choices on meaning.	I can use apparent textual evidence (e.g., context clues, embedded definitions) to determine meanings, including basic figurative and connotative meanings, of words and phrases as they are used in texts and analyze the impact of specific choices on meaning and tone	I can determine meanings, including figurative and connotative meanings, of words and phrases as they are used in texts and analyze 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).	I can determine meanings, including figurative and connotative meanings, of sophisticated words and phrases as they are used in texts and analyze and critique the cumulative impact of specific sophisticated 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).	

		(e.g., how language evokes a sense of time and place; how it sets a formal or informal tone).		
9.RL.5	I identify authors' choices concerning how to structure texts, order events within them (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks).	I describe authors' choices concerning how to structure texts, order events within them (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks).	I analyze how authors' choices concerning how to structure texts, order events within them (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	I analyze how authors' choices concerning how to structure texts, order events within them (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise and critiques their effects on texts.
9.RL.6	I identify particular points of view or cultural experiences reflected in works of literature from outside the United States.	I describe particular points of view or cultural experiences reflected in works of literature from outside the United States, drawing on general knowledge of world literature.	I analyze particular points of view or cultural experiences reflected in works of literature from outside the United States, drawing on wide reading of world literature.	I analyze particular points of view or cultural experiences at an in-depth level that are reflected in works of literature from outside the United States, drawing on wide and in-depth
9.RL.7	I identify similarities or differences in depictions of subjects or scenes in two different artistic mediums (e.g., Auden's "Musée des Beaux Arts" and Brueghel's <i>Landscape with the Fall of Icarus</i>).	I describe similarities and differences in depictions of subjects or key scenes in two different artistic mediums (e.g., Auden's "Musée des Beaux Arts" and Brueghel's <i>Landscape with the Fall of Icarus</i>).	I analyze the representations of subjects or key scenes in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Brueghel's <i>Landscape with the Fall of Icarus</i>).	I analyze the representations of subjects or key scenes in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Brueghel's <i>Landscape with the Fall of Icarus</i>), and assesses the effects on readers' or viewers' interpretations.
9.RL.8	N/A	N/A	N/A	N/A

9.RL.9	I identify how an author draws on source material in specific works (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible; how a later author draws on a play by Shakespeare).	I describe how an author draws on source material in specific works (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible; how a later author draws on a play by Shakespeare).	I analyze how an author draws on source material in specific works (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible; how a later author draws on a play by Shakespeare).	I analyze how an author draws on source material in specific works (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible; how a later author draws on a play by Shakespeare).
Charting My Progress	Ninth Grade Literature & Composition			
Standard	Emerging (1)	Developing (2)	Proficient (3)	Distinguished (4)

9.RI.1	I cite evidence to support analyses of what texts say explicitly as well as basic inferences drawn from texts.	I cite adequate textual evidence to support analyses of what texts say explicitly as well as basic inferences drawn from texts.	I cite strong and thorough textual evidence to support analyses of what texts say explicitly as well as inferences drawn from texts.	I cite strong and thorough textual evidence to support in-depth analyses of what texts say explicitly as well as elaborate inferences drawn from texts.
9.RI.2	I determine central ideas of texts and identify their development and provide basic summaries of texts.	I determine central ideas of texts and describe their development over the course of texts and provide summaries of texts.	I determine central ideas of texts and analyze in detail their development over the course of texts, including how they emerge and are shaped and refined by specific details, and provide objective summaries of texts.	I determine and critique themes or central ideas of texts and analyze in detail their development over the course of texts, including how they emerge and are shaped and refined by specific details, and provide thorough, objective summaries of texts.
9.RI.3	I identify how authors unfold analyses or series of ideas or events, including the order in which the points are made.	I describe how authors unfold analyses or series of ideas or events, including the order in which the points are made and how they are introduced and developed.	I analyze how authors unfold analyses 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.	I critique the effects of how authors unfold analyses 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.
9.RI.4	I use apparent textual evidence (e.g., context clues, embedded definitions) to determine meanings of words and phrases as they are used in texts and identify the impact of specific choices on meaning.	I use apparent textual evidence (e.g., context clues, embedded definitions) to determine meanings, including basic figurative, connotative, and technical meanings, of words and phrases as they are used in texts and analyze the impact of specific choices on meaning and tone (e.g., how the language of a court	I determine meanings, including figurative, connotative, and technical meanings, of words and phrases as they are used in texts and analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	I determine meanings, including figurative, connotative, and technical meanings, of sophisticated words and phrases as they are used in texts and analyze and critique the cumulative impact of specific sophisticated word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

		opinion differs from that of a newspaper).		
9.RI.5	I identify how authors' ideas or claims are developed and refined by particular sentences, paragraphs, or longer portions of texts (e.g., a section of a chapter).	I describe how authors' ideas or claims are developed and refined by particular sentences, paragraphs, or longer portions of texts (e.g., a section of a chapter).	I analyze in detail how authors' ideas or claims are developed and refined by particular sentences, paragraphs, or longer portions of texts (e.g., a section of a chapter).	I critique the effect of how authors' ideas or claims are developed and refined by particular sentences, paragraphs, or longer portions of texts (e.g., a section of a chapter).
9.RI.6	I identify authors' points of view or purposes in texts.	I identify authors' points of view or purposes in texts and describes how authors use rhetoric to advance those points of view or purposes.	I determine authors' points of view and purposes in texts and analyze how authors use rhetoric to advance those points of view or purposes.	I determine authors' points of view and purposes in texts and critique the effectiveness of how authors use rhetoric to advance those points of view or purposes.
9.RI.7	I describe accounts of subjects told in different media (e.g., a person's life story in both print and multimedia).	I describe various accounts of subjects told in different media (e.g., a person's life story in both print and multimedia), identifying which details are emphasized in each account.	I analyze various accounts of subjects told in different media (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	I analyze and critique various accounts of subjects told in different media (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account and the effect of the medium upon the reader or viewer.
9.RI.8	I delineate the arguments and specific claims in texts, identifying reasoning and evidence.	I delineate and evaluate the arguments and specific claims in texts, assessing whether reasoning is valid, and evidence is relevant.	I delineate and evaluate the arguments and specific claims in texts, assessing whether reasoning is valid and evidence is relevant and sufficient, and identify false statements and fallacious reasoning.	I expound and evaluate the arguments and specific claims in texts, using specific textual evidence in assessing whether reasoning is valid and evidence is relevant and sufficient, and identify nuanced false statements and fallacious reasoning.

<p>9.RI.9</p>	<p>I identify specific features of seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms Speech, King's "Letter from Birmingham Jail").</p>	<p>I describe specific features of seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms Speech, King's "Letter from Birmingham Jail").</p>	<p>I analyze specific features of seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms Speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p>	<p>I analyze and critique specific features of seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms Speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p>
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Standard	Emerging (1)	Developing (2)	Proficient (3)	Distinguished (4)
9-10.W.1	<p>I write argumentative pieces to support claims in analyses of topics or texts, using reasoning and evidence:</p> <p>a. I state claims and create a loose organization that establishes relationships among claims, reasons, and evidence.</p> <p>b. I develop claims, supplying evidence for some.</p> <p>c. I use words, phrases, and clauses to link some sections of texts and to clarify some relationships between claims and reasons and between reasons and evidence.</p> <p>d. I attempt to establish a formal style while demonstrating awareness of the norms and conventions of the</p>	<p>I write argumentative pieces to support claims in analyses of topics or texts, using reasoning and relevant evidence:</p> <p>a. I state claims, distinguish claims from alternate or opposing claims, and create an organization that generally establishes relationships among claims, counterclaims, reasons, and evidence.</p> <p>b. I develop claims and counterclaims, supplying evidence for each while pointing out strengths or limitations of both.</p> <p>c. I use words, phrases, and clauses to link sections of texts and to clarify relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.</p> <p>d. I establish a formal style while generally attending to the norms and conventions of</p>	<p>I write argumentative pieces to support claims in analyses of substantive topics or texts, using valid reasoning and relevant and sufficient evidence:</p> <p>a. I introduce precise claims, distinguish claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.</p> <p>b. I develop claims and counterclaims fairly, supplying evidence for each while pointing out strengths and limitations of both in a manner that anticipates audiences' knowledge levels and concerns.</p> <p>c. I use words, phrases, and clauses to link major sections of texts, create cohesion, and clarify relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.</p> <p>d. I establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which I am writing.</p>	<p>I write highly effective, compelling argumentative pieces to support claims in analyses of substantive topics or texts, using valid reasoning and relevant and sufficient evidence:</p> <p>a. I introduce strong and precise claims, effectively distinguish claims from alternate or opposing claims, and create an effective organization that strategically establishes clear, strong relationships among claims, counterclaims, reasons, and evidence.</p> <p>b. I develop strong claims and counterclaims fairly and thoroughly, supplying the most relevant, complete evidence for each while pointing out strengths and limitations of both in a manner that effectively anticipates audiences' knowledge levels and concerns.</p> <p>c. I use precise words, phrases, and clauses to link major sections of texts, create cohesion, and clarify relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.</p> <p>d. I establish and maintain a formal style and objective tone while attending to</p>

	discipline in which I am writing. e. I provide concluding statements or sections.	the discipline in which I write. e. I provide concluding statements or sections that generally support arguments presented.	e. I provide concluding statements or sections that follow from and support arguments presented.	the norms and conventions of the discipline in which I write. e. I provide insightful concluding statements or sections that follow from and effectively support arguments presented.
9-10.W.2	<p>I write informative/explanatory pieces to examine and convey ideas, concepts, and information through the selection, organization, and analysis of content:</p> <p>a. I state topics and loosely organizes ideas, concepts, and information.</p> <p>b. I develop topics by selecting some relevant facts, extended definitions, concrete details, quotations, or other information and examples.</p> <p>c. I use transitions to link sections of texts and clarify some</p>	<p>I write informative/explanatory pieces to examine and convey ideas, concepts, and information accurately through the selection, organization, and analysis of content:</p> <p>a. I state topics; generally organizes ideas, concepts, and information to make broad connections and distinctions; and includes some formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia in an attempt to aid comprehension.</p> <p>b. I develop topics with relevant facts, extended definitions, concrete details, quotations, or other</p>	<p>I write informative/explanatory pieces to examine and convey complex ideas, concepts, and information clearly and accurately through the selection, organization, and analysis of content:</p> <p>a. I introduce topics; organize complex ideas, concepts, and information to make important connections and distinctions; and include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. I develop topics with well-chosen, relevant, and sufficient facts, extend definitions, concrete details, quotations, or other information and examples appropriate to my audience's knowledge of topics.</p> <p>c. I use appropriate and varied transitions</p>	<p>I</p> <p>Writes highly effective, compelling informative/explanatory pieces 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 topics; strategically organizes complex ideas, concepts, and information to make important connections and distinctions; and includes significant formatting (e.g., subheadings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develops topics strategically with the most well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's</p>

	<p>relationships among ideas and concepts.</p> <p>d. I use some language and domain-specific vocabulary to describe topics.</p> <p>e. I attempt to establish a formal style while demonstrating awareness of the norms and conventions of the discipline in which he or she is writing.</p> <p>f. I provide concluding statements or sections.</p>	<p>information and examples.</p> <p>c. I use appropriate transitions to link sections of texts and clarify relationships among ideas and concepts.</p> <p>d. I use language and domain-specific vocabulary to manage topics.</p> <p>e. I establish a formal style while generally attending to the norms and conventions of the discipline in which I write.</p> <p>f. I provide concluding statements or sections that support the information or explanations presented.</p>	<p>to link the major sections of texts, create cohesion, and clarify relationships among complex ideas and concepts.</p> <p>d. I use precise language and domain-specific vocabulary to manage the complexity of topics.</p> <p>e. I establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which I write.</p> <p>f. I provide concluding statements or sections that follow from and support the information or explanations presented (e.g., articulating implications or the significance of topics).</p>	<p>knowledge of topics.</p> <p>c. Effectively uses appropriate and varied transitions to link the major sections of texts, create cohesion, and clarify relationships among complex ideas and concepts.</p> <p>d. Effectively uses the most appropriate and precise language and domain-specific vocabulary to manage the complexity of topics.</p> <p>e. Establishes and consistently 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>f. Provides insightful, effective concluding statements or sections that follow from and support the information or explanations presented (e.g., articulating implications or the significance of topics).</p>
9-10.W.3	<p>I write narrative pieces to develop real or imagined experiences or events using techniques, details, and event sequences:</p> <p>a. I set out problems, situations, or observations; establishes singular points of view; introduce</p>	<p>I write narrative pieces to develop real or imagined experiences or events using some effective techniques, some details, and event sequences:</p> <p>a. I engage the reader by setting out problems, situations, or observations; establishes singular points of view; introduces narrators</p>	<p>I write narrative pieces to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences:</p> <p>a. I engage and orient the reader by setting out problems, situations, or observations and their significance; establish one or multiple points of view; introduce narrators and/or characters; and</p>	<p>I write narrative pieces to develop real or imagined experiences or events using highly effective techniques, strategically well-chosen details, and clear, well-structured event sequences:</p> <p>a. I engage and orient the reader by setting out problems, situations, or observations and their significance in a highly compelling way; establishes one or multiple points of view; introduce</p>

	<p>narrators and/or characters; and create progressions of experiences or events.</p> <p>b. I use dialogue and description to develop experiences, events, and/or characters.</p> <p>c. I use techniques to sequence events so that they build on one another.</p> <p>d. I use words and phrases to convey pictures of the experiences, events, settings, and/or characters.</p> <p>e. I provide conclusions.</p>	<p>and/or characters; and attempts to create smooth progressions of experiences or events.</p> <p>b. I use dialogue, description, and pacing to develop experiences, events, and/or characters.</p> <p>c. I use appropriate techniques to sequence events so that they build on one another to create a whole.</p> <p>d. I use appropriate words and phrases and telling details to convey pictures of the experiences, events, settings, and/or characters.</p> <p>e. I provide conclusions that follow from what is experienced, observed, or resolved over the course of narratives.</p>	<p>create smooth progressions of experiences or events.</p> <p>b. I use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. I use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. I use precise words and phrases, telling details, and sensory language to convey vivid pictures of the experiences, events, settings, and/or characters.</p> <p>e. I provide conclusions that follow from and reflect on what is experienced, observed, or resolved over</p>	<p>narrators and/or characters; and create effective and smooth progressions of experiences or events.</p> <p>b. I use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to effectively develop experiences, events, and/or characters.</p> <p>c. I use a variety of effective techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. I use precise words and phrases, telling details, and sensory language to convey vivid pictures of the experiences, events, settings, and/or characters that achieve an intentional effect.</p> <p>e. I provide engaging conclusions that follow from and reflect on what is experienced, observed, or resolved over the course of narratives.</p>
9-10.W.4	<p>I produce writing in which the development, organization, and style are appropriate to tasks and purposes.</p>	<p>I produce coherent writing in which the development, organization, and style are appropriate to tasks, purposes, and audiences.</p>	<p>I produce clear, coherent writing in which the development, organization, and style are appropriate to tasks, purposes, and audiences.</p>	<p>I produce clear, coherent writing in which the development, organization, and style are appropriate and effective for tasks, purposes, and audiences.</p>

9-10.W.5	I strengthen my writing as needed by planning, revising, editing, and rewriting.	I strengthen my writing as needed by planning, revising, editing, and rewriting, taking into consideration what is significant for some purposes or audiences.	I develop and strengthen my writing as needed by planning, revising, editing, rewriting, or trying new approaches, focusing on addressing what is most significant for specific purposes and audiences.	I develop and strengthen my writing at an advanced level by using strategic planning, concise revising, accurate editing and rewriting, and trying new approaches, focusing on addressing what is most significant for specific purposes and audiences.
9-10.W.6	I use technology to produce and publish writing products.	I use technology, including the Internet, to produce, publish, and share writing products, taking advantage of technology's capacity to link to other information.	I use 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 display information flexibly and dynamically.	I use technology, including the Internet, to efficiently and effectively produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and display information flexibly and dynamically.
9-10.W.7	I conduct short research projects to answer given simple questions or solve problems and use individual pieces of information from sources on subjects, demonstrating an emerging command of subjects under investigation.	I conduct short as well as more sustained research projects to answer simple questions (including self-generated questions) or to solve problems; may narrow or broaden inquiry; and synthesize sources on subjects, demonstrating understanding of subjects under investigation.	I conduct short as well as more sustained research projects to answer questions (including self-generated questions) or to solve problems; narrow or broaden inquiry when appropriate; and synthesize multiple sources on subjects, demonstrating understanding of subjects under investigation.	I conduct short as well as more sustained research projects to answer complex questions (including self-generated questions) or to solve complex problems; narrows or broadens inquiry when appropriate; and synthesizes multiple, highly credible sources on subjects, demonstrating a thorough understanding of subjects under investigation.

9-10.W.8	I gather information from print and digital sources and integrate information into texts, avoiding plagiarism and generally following a standard format for citation.	I gather relevant information from multiple print and digital sources, using searches effectively; assess the usefulness of all sources in answering research questions; and integrate information into texts to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	I gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of all sources in answering research questions; and integrate information into texts selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	I gather highly relevant information from multiple authoritative print and digital sources efficiently, using advanced searches effectively; assess the usefulness of all sources in answering research questions; and integrate information into texts selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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Student Personal Learning Goals - ELA Edition

Charting My Progress		Ninth Grade Literature & Composition			page 1 of 9
Standard	Emerging (1)	Developing (2)	Proficient (3)	Distinguished (4)	

9-10.L.1	I demonstrate an emerging command of grade-appropriate conventions of standard English grammar and usage when writing: using various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey meaning to my writing.	I demonstrate a basic command of grade-appropriate conventions of standard English grammar and usage when writing: a. I use parallel structure. b. I use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey meaning to my writing.	I demonstrate a command of grade-appropriate conventions of standard English grammar and usage when writing: a. I use parallel structure. b. I 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 my writing.	I demonstrate a sophisticated command of grade-appropriate conventions of standard English grammar and usage when writing: a. I use parallel structure. b. I 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 certain style, variety, and interest to my writing.
9-10.L.2	I demonstrate an emerging command of grade-appropriate conventions of standard English capitalization, punctuation, and spelling when writing.	I demonstrate a basic command of grade-appropriate conventions of standard English capitalization, punctuation, and spelling when writing: a. I attempt to use semicolons to link two or more closely related independent clauses. b. I attempt to use colons to introduce lists or quotations. c. I spell correctly.	I demonstrate a command of grade-appropriate conventions of standard English capitalization, punctuation, and spelling when writing: a. I use semicolons to link two or more closely related independent clauses. b. I use colons to introduce lists or quotations. c. I spell correctly.	I demonstrate a sophisticated command of grade-appropriate conventions of standard English capitalization, punctuation, and spelling when writing to achieve particular stylistic effects: a. I use semicolons to link two or more closely related independent clauses. b. I use colons to introduce lists or quotations. c. I spell correctly.

9-10.L.3	I attempt to use knowledge of language to comprehend when reading.	I apply knowledge of language to make choices for meaning or style and to comprehend when reading: attempt to write and edit work so it conforms to guidelines in a style manual.	I apply knowledge of language to make effective choices for meaning or style and to comprehend more fully when reading: write and edit work so it conforms to guidelines in a style manual (e.g., <i>MLA Handbook</i> , Turabian's <i>Manual for Writers</i>) appropriate for the discipline and writing type.	I apply knowledge of language to make highly effective choices for meaning or style and to comprehend more fully when reading: write and edit work so it conforms to guidelines in a style manual (e.g., <i>MLA Handbook</i> , Turabian's <i>Manual for Writers</i>) appropriate for the discipline and writing type.
9-10.L.4	I determine the meanings of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content: a. I use nearby context as clues to meanings of words and phrases. b. I identify patterns of word changes that indicate different meanings. c. I consult provided general reference materials to find pronunciations of words or to determine meanings or usages. d. I verify the preliminary determination of	I determine the meanings of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content: a. I use sentence-level context as clues to meanings of words and phrases. b. I identify patterns of word changes that indicate different meanings or parts of speech. c. I consult provided general and specialized reference materials, both print and digital, to find pronunciations of words or to determine meanings, parts of speech, or etymologies. d. I verify the preliminary determination of meanings of words or phrases.	I determine or clarify the meanings of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content: a. I use context (e.g., the overall meaning of sentences, paragraphs, or texts; words' positions or functions in sentences) as clues to meanings of words and phrases. b. I identify and correctly use patterns of word changes that indicate different meanings or parts of speech. c. I consult provided general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find pronunciations of words or to determine or clarify precise meanings, parts of speech, or etymologies. d. I verify the preliminary determination of meanings of words	I determine or clarify the meaning of unknown and multiple-meaning words and phrases based on above grades 9-10 reading and content: a. I skillfully use context (e.g., the overall meaning of sentences, paragraphs, or texts; words' positions or functions in sentences) as clues to meanings of words and phrases. b. I identify and skillfully use patterns of word changes that indicate different meanings or parts of speech. c. I efficiently consult provided general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find pronunciations of words or to determine or clarify precise meanings, parts of speech, or etymologies.

	meanings of words or phrases.		or phrases (e.g., by checking in dictionaries or by checking the inferred meaning in context).	d. I verify the preliminary determination of meanings of words or phrases (e.g., by checking in dictionaries or by checking the inferred meaning in context).
9-10.L.5	I identify figurative language, word relationships, and nuances in word meanings: a. I identify figures of speech in context. b. I identify nuances in meanings of words with similar denotations.	I demonstrate understanding of simple figurative language, basic word relationships, and nuances in word meanings: a. I interpret simple figures of speech in context. b. I identify nuances in meanings of words with similar denotations.	I demonstrate understanding of figurative language, word relationships, and nuances in word meanings: a. I interpret figures of speech in context and analyze their roles in texts. b. Analyze nuances in meanings of words with similar denotations.	I demonstrate sophisticated understanding of elaborate figurative language, complex word relationships, and nuances in word meanings: a. I interpret elaborate figures of speech in context and analyzes their roles in texts. b. I analyze nuances in meanings of words with similar denotations.
9-10.L.6	I use simple general academic and domain-specific words and phrases for reading and writing.	I accurately use general academic and domain-specific words and phrases for reading and writing.	I accurately use general academic and domain-specific words and phrases sufficient for reading and writing at the college- and career-readiness level and demonstrate independence in gathering vocabulary knowledge when considering words or phrases important to comprehension or expression.	I accurately and skillfully use sophisticated general academic and domain-specific words and phrases sufficient for reading and writing at the college- and career-readiness level and demonstrate a high level of independence in gathering vocabulary knowledge when considering words or phrases important to comprehension or expression.