Student Personal Learning Goals - ELA Edition

Cho	arting My Progress	Ninth Grade Lite	rature & Composition	page 1 of 9	
Standard	Emerging (1)	Developing (2)	Proficient (3)	Distinguished (4)	
	I can cite limited	I can cite adequate textual	I can cite strong and thorough	I can cite strong and thorough	
0.51.4	evidence to support my	evidence to support my	textual evidence to support my	textual evidence to support my in-	
9.RL.1	analyses of what texts	analyses of what texts say	analyses of what texts say	depth analyses of what texts say	
	say explicitly as well as	explicitly as well as basic	explicitly as well as inferences	explicitly as well as elaborate	
	basic inferences drawn	inferences drawn from texts.	drawn from texts.	inferences drawn from texts.	
	from texts.				
	I can determine themes	I can determine themes or	I can determine themes or central	I can determine and critique themes	
	or central ideas of	central ideas of texts and	ideas of texts and analyze in	or central ideas of texts and analyze	
	texts and identify their	describe their development	detail their development over the	in detail their development over the	
9.RL.2	development and provide	over the course of texts and	course of texts, including how	course of texts, including how they	
	basic summaries of	provide summaries of texts.	they emerge and are shaped and	emerge and are shaped and refined	
	texts.		refined by specific details, and	by specific details, and provide	
			provide objective summaries of	thorough, objective summaries of	
			texts.	texts.	
	I can identify how	I can describe how	I can analyze how complex	I can analyze and critique how	
	characters develop,	characters develop over the	characters (e.g., those with	complex characters (e.g., those with	
9.RL.3	interact with other	course of texts, interact	multiple or conflicting motivations)	multiple or conflicting motivations)	
9.KL.3	characters, and advance	with other characters, and	develop over the course of texts,	develop over the course of texts,	
	the plots.	advance the plots or themes.	interact with other characters,	interact with other characters, and	
			and advance the plots or themes.	advance the plots or themes.	
	I can use apparent	I can use apparent textual	I can determine meanings,	I can determine meanings, including	
	textual evidence (e.g.,	evidence (e.g., context clues,	including figurative and	figurative and connotative meanings,	
	context clues,	embedded definitions) to	connotative meanings, of words	of sophisticated words and phrases	
	embedded definitions)	determine meanings,	and phrases as they are used in	as they are used in texts and analyze	
0 DI 4	to determine meanings	including basic figurative and	texts and analyze the cumulative	and critique the cumulative impact	
9.RL.4	of words and phrases as	connotative meanings, of	impact of specific word choices on	of specific sophisticated word	
	they are used in texts	words and phrases as they	meaning and tone (e.g., how the	choices on meaning and tone (e.g.,	
	and identify the impact	are used in texts and analyze	language evokes a sense of time	how the language evokes a sense of	
	of specific choices on	the impact of specific	and place; how it sets a formal or	time and place; how it sets a formal	
	meaning.	choices on meaning and tone	informal tone).	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,	(e.g., how language evokes a sense of time and place; how it sets a formal or informal tone). 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
9.RL.6	flashbacks). 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.	on texts. 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 Landscape with the Fall of Icarus).	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 Landscape with the Fall of Icarus).	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 Landscape with the Fall of Icarus).	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 Landscape with the Fall of Icarus), and assesses the effects on readers' or viewers' interpretations.
9.RL.8	N/A	N/A	N/A	N/A

9.RL.9				
	, ., .,			
	Ovid or the Bible; how a later author draws on a play by Shakespeare).	draws on a play by Shakespeare).		
	Shakespeare treats a theme or topic from	or topic from Ovid or the Bible; how a later author	Bible; how a later author draws on a play by Shakespeare).	Bible; how a later author draws on play by Shakespeare).
	works (e.g., how	Shakespeare treats a theme	theme or topic from Ovid or the	theme or topic from Ovid or the
	I identify how an author draws on source material in specific	I describe how an author draws on source material in specific works (e.g., how	I analyze how an author draws on source material in specific works (e.g., how Shakespeare treats a	I analyze how an author draws on source material in specific works (e.g., how Shakespeare treats a

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

		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.

I identify specific I describe specific features I analyze specific features of I analyze and critique specific features of seminal U.S. of seminal U.S. documents of seminal U.S. documents of features of seminal U.S. documents documents of historical historical and literary historical and literary significance of historical and literary significance and literary significance significance (e.g., (e.g., Washington's Farewell (e.g., Washington's Farewell Washington's Farewell Address, the Gettysburg Address, Address, the Gettysburg Address, (e.g., Washington's Farewell Address, the Address, the Gettysburg Roosevelt's Four Freedoms Roosevelt's Four Freedoms Speech, Gettysburg Address, Address, Roosevelt's Four Speech, King's "Letter from King's "Letter from Birmingham Roosevelt's Four Freedoms Speech, King's Birmingham Jail"), including how Jail"), including how they address they address related themes and Freedoms Speech, King's "Letter from Birmingham related themes and concepts. "Letter from Jail"). concepts. Birmingham Jail"). 9.RI.9

Charting My	y Progress	Ninth Grade Literature &	Composition	page 5 of 9
Standard	Emerging (1)	Developing (2)	Proficient (3)	Distinguished (4)
	I write argumentative	I write argumentative pieces	I write argumentative pieces to	I write highly effective, compelling
	pieces to support claims	to support claims in analyses	support claims in analyses of	argumentative pieces to support
	in analyses of topics or	of topics or texts, using	substantive topics or texts, using	claims in analyses of substantive
	texts, using reasoning	reasoning and relevant	valid reasoning and relevant and	topics or texts, using valid reasoning
	and evidence:	evidence:	sufficient evidence:	and relevant and sufficient evidence:
			a. I introduce precise claims,	a. I introduce strong and precise
	a. I state claims and	a. I state claims, distinguish	distinguish claims from alternate	claims, effectively distinguish claims
	create a loose	claims from alternate or	or opposing claims, and create an	from alternate or opposing claims,
	organization that	opposing claims, and create	organization that establishes clear	and create an effective organization
	establishes	an organization that	relationships among claims,	that strategically establishes clear,
	relationships among	generally establishes	counterclaims, reasons, and	strong relationships among claims,
	claims, reasons, and	relationships among claims,	evidence.	counterclaims, reasons, and
	evidence.	counterclaims, reasons, and	b. I develop claims and	evidence. b. I
	b. I develop claims,	evidence.	counterclaims fairly, supplying	develop strong claims and
9-10.W.1	supplying evidence for	b. I develop claims and	evidence for each while pointing	counterclaims fairly and thoroughly,
	some.	counterclaims, supplying	out strengths and limitations of	supplying the most relevant,
	c. I use words, phrases,	evidence for each while	both in a manner that anticipates	complete evidence for each while
	and clauses to link some	pointing out strengths or	audiences' knowledge levels and	pointing out strengths and
	sections of texts and to	limitations of both.	concerns. c. I use	limitations of both in a manner that
	clarify some	c. I use words, phrases, and	words, phrases, and clauses to link	effectively anticipates audiences'
	relationships between	clauses to link sections of	major sections of texts, create	knowledge levels and concerns.
	claims and reasons and	texts and to clarify	cohesion, and clarify relationships	c. I use precise words, phrases, and
	between reasons and	relationships between claims	between claims and reasons,	clauses to link major sections of
	evidence.	and reasons, between	between reasons and evidence, and	texts, create cohesion, and clarify
	d. I attempt to	reasons and evidence, and	between claims and counterclaims.	relationships between claims and
	establish a formal style	between claims and	d. I establish and maintain a	reasons, between reasons and
	while demonstrating	counterclaims.	formal style and objective tone	evidence, and between claims and
	awareness of the norms	d. I establish a formal style	while attending to the norms and	counterclaims. d. I establishe
	and conventions of the	while generally attending to	conventions of the discipline in	and maintain a formal style and
		the norms and conventions of	which I am writing.	objective tone while attending to

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

	relationships among ideas and concepts. d. I use some language and domain-specific vocabulary to describe topics. 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.
	f. I provide concluding statements or sections.

information and examples.
c. I use appropriate
transitions to link sections of
texts and clarify
relationships among ideas
and concepts.
d. Tuse language and domain-

d. I use language and domainspecific vocabulary to manage topics.

e. I establish a formal style while generally attending to the norms and conventions of the discipline in which I write.

f. I provide concluding statements or sections that support the information or explanations presented. to link the major sections of texts, create cohesion, and clarify relationships among complex ideas and concepts. d. I use precise language and domain-specific vocabulary to manage the complexity of topics.

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.

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).

knowledge of topics. c. Effectively uses appropriate and varied transitions to link the major sections of texts, create cohesion, and clarify relationships among complex ideas and concepts. d. Effectively uses the most appropriate and precise language and domain-specific vocabulary to manage the complexity of topics. 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.

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).

9-10.W.3

I write narrative pieces to develop real or imagined experiences or events using techniques, details, and event sequences: a. I set out problems.

a. I set out problems, situations, or observations; establishes singular points of view; introduce

I write narrative pieces to develop real or imagined experiences or events using some effective techniques, some details, and event sequences:

a. I engage the reader by setting out problems, situations, or observations; establishes singular points of view; introduces narrators I write narrative pieces to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences:

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

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: a. I engage and orient the reader by setting out problems, situations, or observations and their significance in a highly compelling way; establishe one or multiple points of view; introduce

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

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 selfgenerated 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.

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

Student Personal Learning Goals - ELA Edition

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

	I demonstrate an	I demonstrate a basic	I demonstrate a command of grade-	I demonstrate a sophisticated
	emerging command of	command of grade-	appropriate conventions of standard	command of grade-appropriate
	grade-appropriate	appropriate conventions of	English grammar and usage when	conventions of standard English
	conventions of standard	standard English grammar	writing:	grammar and usage when writing:
	English grammar and	and usage when writing:		
	usage when writing:		a. I use parallel structure.	a. I use parallel structure.
	using various types of	a. I use parallel structure.	b. I use various types of phrases	b. I use various types of phrases
	phrases (noun, verb,	b. I use various types of	(noun, verb, adjectival, adverbial,	(noun, verb, adjectival, adverbial,
9-10.L.1	adjectival, adverbial,	phrases (noun, verb,	participial, prepositional, absolute)	participial, prepositional, absolute)
	participial, prepositional,	adjectival, adverbial,	and clauses (independent, dependent,	and clauses (independent,
	absolute) and clauses	participial, prepositional,	noun, relative, adverbial) to convey	dependent, noun, relative,
	(independent,	absolute) and clauses	specific meanings and add variety	adverbial) to convey specific
	dependent, noun,	(independent, dependent,	and interest to my writing.	meanings and add certain style,
	relative, adverbial) to	noun, relative, adverbial) to		variety, and interest to my writing.
	convey meaning to my	convey meaning to my		
	writing.	writing.		
	I demonstrate an	I demonstrate a basic	I demonstrate a command of grade-	I demonstrate a sophisticated
9-10.L.2	emerging command of	command of grade-	appropriate conventions of standard	command of grade-appropriate
	grade-appropriate	appropriate conventions of	English capitalization, punctuation,	conventions of standard English
	conventions of standard	standard English	and spelling when writing:	capitalization, punctuation, and
	English capitalization,	capitalization, punctuation,		spelling when writing to achieve
	punctuation, and spelling when writing.	and spelling when writing:	 a. I use semicolons to link two or more closely related independent 	particular stylistic effects:
		a. I attempt to use	clauses.	a. I use semicolons to link two or
		semicolons to link two or	b. I use colons to introduce lists or	more closely related independent
		more closely related	quotations.	clauses.
		independent clauses.	c. I spell correctly.	b. I use colons to introduce lists
		b. I attempt to use colons to		or quotations.
		introduce lists or quotations.		c. I spell correctly.
		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., MLA Handbook, Turabian's Manual for Writers) 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., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
	I determine the meanings of unknown and multiple-meaning words and phrases based on grades 9-10	I determine the meanings of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content:	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	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
	reading and content: a. I use nearby context as clues to meanings of words and phrases. b. I identify patterns of	a. I use sentence-levelcontext as clues to meaningsof words and phrases.b. I identify patterns ofword changes that indicate	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	overall meaning of sentences, paragraphs, or texts; words' positions or functions in sentences) as clues to meanings of words and phrases.
9-10.L.4	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	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.	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	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		or phrases (e.g., by checking in	d. I verify the preliminary
	phrases.		dictionaries or by checking the	determination of meanings of
			inferred meaning in context).	words or phrases (e.g., by checking
				in dictionaries or by
				checking the inferred meaning in
				context).
	I identify figurative	I demonstrate understanding	I demonstrate understanding of	I demonstrate sophisticated
9-10.L.5	language, word	of simple figurative language,	figurative language, word	understanding of elaborate
	relationships, and	basic word relationships, and	relationships, and nuances in word	figurative language, complex word
	nuances in word	nuances in word meanings:	meanings:	relationships, and nuances in word
	meanings:	a. I interpret simple figures	a. I interpret figures of speech in	meanings:
	a. I identify figures of	of speech in context.	context and analyze their roles in	a. I interpret elaborate figures of
	speech in context.	b. I identify nuances in	texts.	speech in context and analyzes
	b. I identify nuances in	meanings of words with	b. Analyze nuances in meanings of	their roles in texts.
	meanings of words with	similar denotations.	words with similar denotations.	b. I analyze nuances in meanings of
	similar denotations.			words with similar denotations.
	I use simple general	I accurately use general	I accurately use general academic	I accurately and skillfully use
	academic and domain-	academic and domain-specific	and domain-specific words and	sophisticated general academic
	specific words and	words and phrases for	phrases sufficient for reading and	and domain-specific words and
9-10.L.6	phrases for reading and	reading and writing.	writing at the college- and career-	phrases sufficient for reading and
	writing.		readiness level and demonstrate	writing at the college- and career-
			independence in gathering	readiness level and demonstrate a
			vocabulary knowledge when	high level of independence in
			considering words or phrases	gathering vocabulary knowledge
			important to comprehension or	when considering words or phrases
			expression.	important to comprehension or
				expression.