



Achievement Level Descriptors
for
Ninth Grade Literature and Composition

Georgia Department of Education
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Achievement Levels and Achievement Level Descriptors

With the implementation of the Georgia Milestones Assessment System, Georgia educators have developed four achievement levels to describe student mastery and command of the knowledge and skills outlined in Georgia's content standards. Most students have at least some knowledge of the content described in the content standards; however, achievement levels succinctly describe how much mastery a student has. Achievement levels give meaning and context to scale scores by describing the knowledge and skills students must demonstrate to achieve each level.

The four achievement levels on Georgia Milestones are *Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*. The general meaning of each of the four levels is provided below:

Beginning Learners do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students ***need substantial academic support*** to be prepared for the next grade level or course and to be on track for college and career readiness.

Developing Learners demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students ***need additional academic support*** to ensure success in the next grade level or course and to be on track for college and career readiness.

Proficient Learners demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students ***are prepared*** for the next grade level or course and are on track for college and career readiness.

Distinguished Learners demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students ***are well prepared*** for the next grade level or course and are well prepared for college and career readiness.

More detailed and content-specific concepts and skills are provided for each grade, content area, and course in the **Achievement Level Descriptors (ALDs)**. ALDs are narrative descriptions of the knowledge and skills expected at each of the four achievement levels and were developed for each grade level, content area, and course by committees of Georgia educators in March 2015 and July 2015. The ALDs are based on the state-adopted content standards.

ALDs show a progression of knowledge and skills for which students must demonstrate competency across the achievement levels. It is important to understand that a student should demonstrate mastery of the knowledge and skills within his/her achievement level *as well as all content and skills in any achievement levels that precede his/her own, if any*. For example, a Proficient Learner should also possess the knowledge and skills of a Developing Learner *and* a Beginning Learner.

ALD	Standard	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
Policy		Beginning Learners do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need substantial academic support to be prepared for the next grade level or course and to be on track for <i>college and career readiness</i> .	Developing Learners demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need additional academic support to ensure success in the next grade level or course and to be on track for <i>college and career readiness</i> .	Proficient Learners demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for <i>college and career readiness</i> .	Distinguished Learners demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are well prepared for the next grade level or course and are well prepared for <i>college and career readiness</i> .
Range		A student who achieves at the Beginning Learner level tends to read and comprehend informational texts and literature that do not meet the demands of grade level texts that would signal this student is on track for college and career readiness and requires substantial instructional support to improve reading skills.	A student who achieves at the Developing Learner level tends to read and comprehend informational texts and literature of low-to-moderate complexity and sometimes struggles to meet the demands of grade level texts that would signal this student is on track for college and career readiness and requires some instructional support to enhance reading skills.	A student who achieves at the Proficient Learner level reads and comprehends informational texts and literature of moderate-to-high complexity and is meeting the demands of grade level texts that signal this student is on track for college and career readiness.	A student who achieves at the Distinguished Learner level reads and comprehends informational texts and literature of high complexity and is meeting and often exceeding the demands of grade level texts that clearly signal this student is on track for college and career readiness.
	9-10.RL.1	Cites limited evidence to support analyses of what texts say explicitly as well as basic inferences drawn from texts.	Cites adequate textual evidence to support analyses of what texts say explicitly as well as basic inferences drawn from texts.	Cites strong and thorough textual evidence to support analyses of what texts say explicitly as well as inferences drawn from texts.	Cites strong and thorough textual evidence to support in-depth analyses of what texts say explicitly as well as elaborate inferences drawn from texts.
	9-10.RL.2	Determines themes or central ideas of texts and identifies their development and provides basic summaries of texts.	Determines themes or central ideas of texts and describes their development over the course of texts and provides summaries of texts.	Determines themes or central ideas of texts and analyzes in detail their development over the course of texts, including how they emerge and are	Determines and critiques themes or central ideas of texts and analyzes in detail their development over the course of texts, including how they

				shaped and refined by specific details, and provides objective summaries of texts.	emerge and are shaped and refined by specific details, and provides thorough, objective summaries of texts.
	9-10.RL.3	Identifies how characters develop, interact with other characters, and advance the plots.	Describes how characters develop over the course of texts, interact with other characters, and advance the plots or themes.	Analyzes 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.	Analyzes and critiques 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.
	9-10.RL.4	Uses apparent textual evidence (e.g., context clues, embedded definitions) to determine meanings of words and phrases as they are used in texts and identifies the impact of specific choices on meaning.	Uses 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 analyzes the impact of specific choices on meaning and tone (e.g., how language evokes a sense of time and place; how it sets a formal or informal tone).	Determines meanings, including figurative and connotative meanings, of words and phrases as they are used in texts and 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 meanings, including figurative and connotative meanings, of sophisticated words and phrases as they are used in texts and analyzes and critiques 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).
	9-10.RL.5	Identifies authors' choices concerning how to structure texts, order events within them (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks).	Describes authors' choices concerning how to structure texts, order events within them (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks).	Analyzes 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.	Analyzes 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.
	9-10.RL.6	Identifies particular points of view or cultural experiences reflected in works of literature from outside the United States.	Describes particular points of view or cultural experiences reflected in works of literature from outside the United States, drawing on general knowledge of world literature.	Analyzes particular points of view or cultural experiences reflected in works of literature from outside the United States, drawing on wide reading of world literature.	Analyzes 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

					reading of world literature.
	9-10.RL.7	Identifies 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>).	Describes 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>).	Analyzes 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>).	Analyzes 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.
	9-10.RL.8	N/A	N/A	N/A	N/A
	9-10.RL.9	Identifies 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).	Describes 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).	Analyzes 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).	Analyzes and critiques the effectiveness of 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).
	9-10.RI.1	Cites evidence to support analyses of what texts say explicitly as well as basic inferences drawn from texts.	Cites adequate textual evidence to support analyses of what texts say explicitly as well as basic inferences drawn from texts.	Cites strong and thorough textual evidence to support analyses of what texts say explicitly as well as inferences drawn from texts.	Cites strong and thorough textual evidence to support in-depth analyses of what texts say explicitly as well as elaborate inferences drawn from texts.
	9-10.RI.2	Determines central ideas of texts and identifies their development and provides basic summaries of texts.	Determines central ideas of texts and describes their development over the course of texts and provides summaries of texts.	Determines central ideas of texts and analyzes in detail their development over the course of texts, including how they emerge and are shaped and refined by specific details, and provides objective summaries of texts.	Determines and critiques themes or central ideas of texts and analyzes in detail their development over the course of texts, including how they emerge and are shaped and refined by specific details, and provides thorough, objective summaries of texts.
	9-10.RI.3	Identifies how authors unfold analyses or series of ideas or events, including the order in	Describes how authors unfold analyses or series of ideas or events, including the order in	Analyzes how authors unfold analyses or series of ideas or events, including the order in	Critiques the effects of how authors unfold analyses or series of ideas or events,

		which the points are made.	which the points are made and how they are introduced and developed.	which the points are made, how they are introduced and developed, and the connections that are drawn between them.	including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
	9-10.RI.4	Uses apparent textual evidence (e.g., context clues, embedded definitions) to determine meanings of words and phrases as they are used in texts and identifies the impact of specific choices on meaning.	Uses 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 analyzes the impact of specific choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	Determines meanings, including figurative, connotative, and technical meanings, of words and phrases as they are used in texts and analyzes 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).	Determines meanings, including figurative, connotative, and technical meanings, of sophisticated words and phrases as they are used in texts and analyzes and critiques 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).
	9-10.RI.5	Identifies 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).	Describes 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).	Analyzes 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).	Critiques 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).
	9-10.RI.6	Identifies authors' points of view or purposes in texts.	Identifies authors' points of view or purposes in texts and describes how authors use rhetoric to advance those points of view or purposes.	Determines authors' points of view and purposes in texts and analyzes how authors use rhetoric to advance those points of view or purposes.	Determines authors' points of view and purposes in texts and critiques the effectiveness of how authors use rhetoric to advance those points of view or purposes.
	9-10.RI.7	Describes accounts of subjects told in different media (e.g., a person's life story in both print and multimedia).	Describes 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.	Analyzes 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.	Analyzes and critiques 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.

	9-10.RI.8	Delineates the arguments and specific claims in texts, identifying reasoning and evidence.	Delineates and evaluates the arguments and specific claims in texts, assessing whether reasoning is valid and evidence is relevant.	Delineates and evaluates the arguments and specific claims in texts, assessing whether reasoning is valid and evidence is relevant and sufficient, and identifies false statements and fallacious reasoning.	Expounds and evaluates the arguments and specific claims in texts, using specific textual evidence in assessing whether reasoning is valid and evidence is relevant and sufficient, and identifies nuanced false statements and fallacious reasoning.
	9-10.RI.9	Identifies 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”).	Describes 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”).	Analyzes 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.	Analyzes and critiques 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.
	9-10.W.1	Writes argumentative pieces to support claims in analyses of topics or texts, using reasoning and evidence: a. States claims and creates a loose organization that establishes relationships among claims, reasons, and evidence. b. Develops claims, supplying evidence for some. c. Uses words, phrases, and clauses to link some sections of texts and to clarify some relationships between claims and reasons and between reasons and evidence. d. Attempts to establish a formal style while demonstrating awareness of the norms and conventions of the	Writes argumentative pieces to support claims in analyses of topics or texts, using reasoning and relevant evidence: a. States claims, distinguishes claims from alternate or opposing claims, and creates an organization that generally establishes relationships among claims, counterclaims, reasons, and evidence. b. Develops claims and counterclaims, supplying evidence for each while pointing out strengths or limitations of both. c. Uses words, phrases, and clauses to link sections of texts and to clarify relationships between claims and reasons,	Writes argumentative pieces to support claims in analyses of substantive topics or texts, using valid reasoning and relevant and sufficient evidence: a. Introduces precise claims, distinguishes claims from alternate or opposing claims, and creates an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence. b. Develops 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. c. Uses words, phrases, and	Writes highly effective, compelling argumentative pieces to support claims in analyses of substantive topics or texts, using valid reasoning and relevant and sufficient evidence: a. Introduces strong and precise claims, effectively distinguishes claims from alternate or opposing claims, and creates an effective organization that strategically establishes clear, strong relationships among claims, counterclaims, reasons, and evidence. b. Develops strong claims and counterclaims fairly and thoroughly, supplying the most

		<p>discipline in which he or she is writing.</p> <p>e. Provides concluding statements or sections.</p>	<p>between reasons and evidence, and between claims and counterclaims.</p> <p>d. Establishes a formal style while generally attending to the norms and conventions of the discipline in which he or she is writing.</p> <p>e. Provides concluding statements or sections that generally support arguments presented.</p>	<p>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. 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 concluding statements or sections that follow from and support arguments presented.</p>	<p>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. Uses 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. 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 insightful concluding statements or sections that follow from and effectively support arguments presented.</p>
	9.W.2	<p>Writes informative/explanatory pieces to examine and convey ideas, concepts, and information through the selection, organization, and analysis of content:</p> <p>a. States topics and loosely organizes ideas, concepts, and information.</p> <p>b. Develops topics by selecting some relevant facts, extended definitions, concrete details, quotations, or other information and examples.</p>	<p>Writes informative/explanatory pieces to examine and convey ideas, concepts, and information accurately through the selection, organization, and analysis of content:</p> <p>a. States 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</p>	<p>Writes 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. Introduces topics; organizes complex ideas, concepts, and information to make important connections and distinctions; and includes formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia</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</p>

		<p>c. Uses transitions to link sections of texts and clarify some relationships among ideas and concepts.</p> <p>d. Uses some language and domain-specific vocabulary to describe topics.</p> <p>e. Attempts 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. Provides concluding statements or sections.</p>	<p>comprehension.</p> <p>b. Develops topics with relevant facts, extended definitions, concrete details, quotations, or other information and examples.</p> <p>c. Uses appropriate transitions to link sections of texts and clarify relationships among ideas and concepts.</p> <p>d. Uses language and domain-specific vocabulary to manage topics.</p> <p>e. Establishes a formal style while generally attending to the norms and conventions of the discipline in which he or she is writing.</p> <p>f. Provides concluding statements or sections that support the information or explanations presented.</p>	<p>when useful to aiding comprehension.</p> <p>b. Develops topics with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of topics.</p> <p>c. 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. Uses precise language and domain-specific vocabulary to manage the complexity of topics.</p> <p>e. 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>f. Provides 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>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 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	Writes narrative pieces to develop real or imagined	Writes narrative pieces to develop real or imagined	Writes narrative pieces to develop real or imagined	Writes narrative pieces to develop real or imagined

		<p>experiences or events using techniques, details, and event sequences:</p> <p>a. Sets out problems, situations, or observations; establishes singular points of view; introduces narrators and/or characters; and creates progressions of experiences or events.</p> <p>b. Uses dialogue and description to develop experiences, events, and/or characters.</p> <p>c. Uses techniques to sequence events so that they build on one another.</p> <p>d. Uses words and phrases to convey pictures of the experiences, events, settings, and/or characters.</p> <p>e. Provides conclusions.</p>	<p>experiences or events using some effective techniques, some details, and event sequences:</p> <p>a. Engages the reader by setting out problems, situations, or observations; establishes singular points of view; introduces narrators and/or characters; and attempts to create smooth progressions of experiences or events.</p> <p>b. Uses dialogue, description, and pacing to develop experiences, events, and/or characters.</p> <p>c. Uses appropriate techniques to sequence events so that they build on one another to create a whole.</p> <p>d. Uses appropriate words and phrases and telling details to convey pictures of the experiences, events, settings, and/or characters.</p> <p>e. Provides conclusions that follow from what is experienced, observed, or resolved over the course of narratives.</p>	<p>experiences or events using effective techniques, well-chosen details, and well-structured event sequences:</p> <p>a. Engages and orients the reader by setting out problems, situations, or observations and their significance; establishes one or multiple points of view; introduces narrators and/or characters; and creates smooth progressions of experiences or events.</p> <p>b. Uses narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Uses a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Uses precise words and phrases, telling details, and sensory language to convey vivid pictures of the experiences, events, settings, and/or characters.</p> <p>e. Provides conclusions that follow from and reflect on what is experienced, observed, or resolved over the course of narratives.</p>	<p>experiences or events using highly effective techniques, strategically well-chosen details, and clear, well-structured event sequences:</p> <p>a. Engages and orients the reader by setting out problems, situations, or observations and their significance in a highly compelling way; establishes one or multiple points of view; introduces narrators and/or characters; and creates effective and smooth progressions of experiences or events.</p> <p>b. Uses narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to effectively develop experiences, events, and/or characters.</p> <p>c. Uses a variety of effective techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Uses 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. Provides engaging conclusions that follow from and reflect on what is experienced, observed, or resolved over the course of</p>
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					narratives.
	9-10.W.4	Produces writing in which the development, organization, and style are appropriate to tasks and purposes.	Produces coherent writing in which the development, organization, and style are appropriate to tasks, purposes, and audiences.	Produces clear, coherent writing in which the development, organization, and style are appropriate to tasks, purposes, and audiences.	Produces clear, coherent writing in which the development, organization, and style are appropriate and effective for tasks, purposes, and audiences.
	9-10.W.5	Strengthens writing as needed by planning, revising, editing, and rewriting.	Strengthens writing as needed by planning, revising, editing, and rewriting, taking into consideration what is significant for some purposes or audiences.	Develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying new approaches, focusing on addressing what is most significant for specific purposes and audiences.	Develops and strengthens 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	Uses technology to produce and publish writing products.	Uses technology, including the Internet, to produce, publish, and share writing products, taking advantage of technology's capacity to link to other information.	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 display information flexibly and dynamically.	Uses 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	Conducts short research projects to answer given simple questions or solve problems and uses individual pieces of information from sources on subjects, demonstrating an emerging command of subjects under investigation.	Conducts 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 synthesizes sources on subjects, demonstrating understanding of subjects under investigation.	Conducts short as well as more sustained research projects to answer questions (including self-generated questions) or to solve problems; narrows or broadens inquiry when appropriate; and synthesizes multiple sources on subjects, demonstrating understanding of subjects under investigation.	Conducts 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	Gathers information from print	Gathers relevant information	Gathers relevant information	Gathers highly relevant

		and digital sources and integrates information into texts, avoiding plagiarism and generally following a standard format for citation.	from multiple print and digital sources, using searches effectively; assesses the usefulness of all sources in answering research questions; and integrates information into texts to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	from multiple authoritative print and digital sources, using advanced searches effectively; assesses the usefulness of all sources in answering research questions; and integrates information into texts selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	information from multiple authoritative print and digital sources efficiently, using advanced searches effectively; assesses the usefulness of all sources in answering research questions; and integrates information into texts selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	9-10.L.1	Demonstrates an emerging command of grade-appropriate conventions of standard English grammar and usage when writing: uses various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey meaning to writing.	Demonstrates a basic command of grade-appropriate conventions of standard English grammar and usage when writing: a. Uses parallel structure. b. Uses various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey meaning to writing.	Demonstrates a command of grade-appropriate conventions of standard English grammar and usage when writing: a. Uses parallel structure. b. Uses various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.	Demonstrates a sophisticated command of grade-appropriate conventions of standard English grammar and usage when writing: a. Uses parallel structure. b. Uses 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 writing.
	9-10.L.2	Demonstrates an emerging command of grade-appropriate conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrates a basic command of grade-appropriate conventions of standard English capitalization, punctuation, and spelling when writing: a. Attempts to use semicolons to link two or more closely related independent clauses. b. Attempts to use colons to introduce lists or quotations. c. Spells correctly.	Demonstrates a command of grade-appropriate conventions of standard English capitalization, punctuation, and spelling when writing: a. Uses semicolons to link two or more closely related independent clauses. b. Uses colons to introduce lists or quotations. c. Spells correctly.	Demonstrates a sophisticated command of grade-appropriate conventions of standard English capitalization, punctuation, and spelling when writing to achieve particular stylistic effects: a. Uses semicolons to link two or more closely related independent clauses. b. Uses colons to introduce lists or quotations. c. Spells correctly.

	9-10.L.3	Attempts to use knowledge of language to comprehend when reading.	Applies knowledge of language to make choices for meaning or style and to comprehend when reading: attempts to write and edit work so it conforms to guidelines in a style manual.	Applies knowledge of language to make effective choices for meaning or style and to comprehend more fully when reading: writes and edits work so it conforms to guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.	Applies knowledge of language to make highly effective choices for meaning or style and to comprehend more fully when reading: writes and edits work so it conforms to guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
	9-10.L.4	<p>Determines the meanings of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content:</p> <p>a. Uses nearby context as clues to meanings of words and phrases.</p> <p>b. Identifies patterns of word changes that indicate different meanings.</p> <p>c. Consults provided general reference materials to find pronunciations of words or to determine meanings or usages.</p> <p>d. Verifies the preliminary determination of meanings of words or phrases.</p>	<p>Determines the meanings of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content:</p> <p>a. Uses sentence-level context as clues to meanings of words and phrases.</p> <p>b. Identifies patterns of word changes that indicate different meanings or parts of speech.</p> <p>c. Consults provided general and specialized reference materials, both print and digital, to find pronunciations of words or to determine meanings, parts of speech, or etymologies.</p> <p>d. Verifies the preliminary determination of meanings of words or phrases.</p>	<p>Determines or clarifies the meanings of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content:</p> <p>a. Uses 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.</p> <p>b. Identifies and correctly uses patterns of word changes that indicate different meanings or parts of speech.</p> <p>c. Consults 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.</p> <p>d. Verifies the preliminary determination of meanings of words or phrases (e.g., by checking in dictionaries or by checking the inferred meaning in context).</p>	<p>Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on above grades 9–10 reading and content:</p> <p>a. Skillfully uses 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.</p> <p>b. Identifies and skillfully uses patterns of word changes that indicate different meanings or parts of speech.</p> <p>c. Efficiently consults 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.</p> <p>d. Verifies the preliminary determination of meanings of words or phrases (e.g., by checking in dictionaries or by</p>

					checking the inferred meaning in context).
	9-10.L.5	Identifies figurative language, word relationships, and nuances in word meanings: a. Identifies figures of speech in context. b. Identifies nuances in meanings of words with similar denotations.	Demonstrates understanding of simple figurative language, basic word relationships, and nuances in word meanings: a. Interprets simple figures of speech in context. b. Identifies nuances in meanings of words with similar denotations.	Demonstrates understanding of figurative language, word relationships, and nuances in word meanings: a. Interprets figures of speech in context and analyzes their roles in texts. b. Analyzes nuances in meanings of words with similar denotations.	Demonstrates sophisticated understanding of elaborate figurative language, complex word relationships, and nuances in word meanings: a. Interprets elaborate figures of speech in context and analyzes their roles in texts. b. Analyzes nuances in meanings of words with similar denotations.
	9-10.L.6	Uses simple general academic and domain-specific words and phrases for reading and writing.	Accurately uses general academic and domain-specific words and phrases for reading and writing.	Accurately uses general academic and domain-specific words and phrases sufficient for reading and writing at the college- and career-readiness level and demonstrates independence in gathering vocabulary knowledge when considering words or phrases important to comprehension or expression.	Accurately and skillfully uses sophisticated general academic and domain-specific words and phrases sufficient for reading and writing at the college- and career-readiness level and demonstrates a high level of independence in gathering vocabulary knowledge when considering words or phrases important to comprehension or expression.