

PLD	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly below the standard for the grade level, is likely able to partially access grade-level content and engages with higher-order thinking skills with extensive support.	The Level 2 student is approaching proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs slightly below the standard for the grade level, is likely able to access grade-level content and engages in higher-order thinking skills with some independence and support.	The Level 3 student is proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs at the standard for the grade level, is able to access grade-level content, and engages in higher-order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly above the standard for the grade level, is able to access above grade-level content, and engages in higher-order thinking skills independently.
		For grade-appropriate, low-complexity texts, the Level 1 student	For grade-appropriate, low-to-moderate complexity texts, the Level 2 student	For grade-appropriate, moderate-to-high complexity texts, the Level 3 student	For grade-appropriate, high complexity texts, the Level 4 student
		Reading: Literature			
Range	9-10.RL.1	cites textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text.	cites strong textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text.	cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	cites strong and thorough textual evidence to support a deep analysis of what the text says explicitly as well as complex inferences drawn from the text.
Range	9-10.RL.2	determines a theme or central idea of a text and describes its development over the course of a text; provides a retelling of the text.	determines a theme or central idea of a text and describes in detail its development over the course of a text; provides a summary of the text.	determines a theme or central idea of a text and analyzes in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provides an objective summary of the text.	determines and evaluates a theme or central idea of a text and analyzes in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provides a comprehensive, objective summary of the text.
Range	9-10.RL.3	identifies how characters develop, interact with other characters, and advance the plot or develop the theme.	describes how characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme.	analyzes how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of the text, interact with other characters, and advance the plot or develop the theme.	analyzes and evaluates the effectiveness of the author's development of complex characters (e.g., those with multiple or conflicting motivations) over the course of the text, including how they interact to advance the plot or shape the theme.
Range	9-10.RL.4	with textual support (e.g. context clues, embedded definition, etc.), determines the literal meaning of words and phrases as they are used in the text; describes the impact of specific word choices on meaning.	with textual support (e.g. context clues, embedded definition, etc.), determines the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyzes the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	determines the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyzes the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	determines the meaning of complex words and phrases as they are used in the text, including figurative and connotative meanings; analyzes and evaluates the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
Range	9-10.RL.5	identifies an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks).	describes an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks).	analyzes how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	analyzes how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise, and evaluates their impact on the text as a whole.
Range	9-10.RL.6	describes a particular point of view or cultural experience reflected in a work of literature from outside the United States.	describes a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on general knowledge of world literature.	analyzes a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	analyzes competing points of view or cultural experiences reflected in a work of literature from outside the United States, drawing on a deep understanding of world literary traditions.
Range	9-10.RL.7	describes the differences in a depiction of a subject or a key scene in two different artistic mediums (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).	compares and contrasts the differences in a depiction of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).	analyzes the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>), and evaluates its effect on the reader or viewer's interpretation.	analyzes the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>), and evaluates its effect on the reader or viewer's interpretation.
Range	9-10.RL.8	N/A	N/A	N/A	N/A
Range	9-10.RL.9	recognizes that an author draws on source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	describes how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	analyzes how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	analyzes and evaluates the effectiveness of how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare) in a demonstration of deeper understanding of the text.
		Reading: Informational Text			
Range	9-10.RI.1	cites textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text.	cites strong textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text.	cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	cites strong and thorough textual evidence to support a deep analysis of what the text says explicitly as well as complex inferences drawn from the text.
Range	9-10.RI.2	determines a central idea of a text and describes its development; provides a retelling of the text.	determines a central idea of a text and describes its development over the course of a text; provides a summary of the text.	determines a central idea of a text and analyzes its development over the course of the text, including how it emerges and is shaped and refined by specific details; provides an objective summary of the text.	determines and evaluates a central idea of a text and analyzes in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provides a comprehensive, objective summary of the text.
Range	9-10.RI.3	identifies how the author unfolds an analysis or series of ideas or events, including the order in which the points are made and how they are introduced and developed.	describes how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	analyzes how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	evaluates the rhetorical effect of how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Range	9-10.RI.4	with textual support (e.g. context clues, embedded definition, etc.), determines the meaning of words and phrases as they are used in a text; identifies the impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	with textual support (e.g. context clues, embedded definition, etc.), determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; describes the 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 the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	analyzes the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; evaluates the cumulative rhetorical effect of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
Range	9-10.RI.5	describes how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a considerable text (e.g., a section or chapter).	describes how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	analyzes in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	evaluates the rhetorical impact of how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
Range	9-10.RI.6	identifies an author's point of view or purpose in a text; identifies the author's use of rhetoric to advance that point of view or purpose.	describes an author's point of view or purpose in a text and describes how an author uses rhetoric to advance that point of view or purpose.	determines an author's point of view or purpose in a text and analyzes how an author uses rhetoric to advance that point of view or purpose.	analyzes an author's point of view or purpose in a text and evaluates the effectiveness of an author's use of rhetoric to advance that point of view or purpose.
Range	9-10.RI.7	describes various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia).	compares and contrasts various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), identifying which details are emphasized in each account.	analyzes various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	analyzes various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), evaluating the rhetorical effect of the emphasis of different details in each account.
Range	9-10.RI.8	delineates and evaluates the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.	delineates and evaluates the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.	delineates and evaluates the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identifies false statements and fallacious reasoning.	explicitates and evaluates the argument and specific claims in a text, citing specific language from the text in an assessment of whether the reasoning is valid and the evidence is relevant and sufficient; identifies subtle instances of false statements and fallacious reasoning.
Range	9-10.RI.9	describes specific aspects 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 aspects 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 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.	evaluates the reasoning and rhetorical strategies employed in 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.
		Writing			
Range	9-10.W.1	writes arguments to support claims in an analysis of substantive topics or texts, using reasoning and evidence.	writes arguments to support claims in an analysis of substantive topics or texts, using reasoning and relevant evidence.	writes arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	writes highly effective arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
		a. Introduces claim(s) and creates an organization, establishing relationships among claim(s), reasons, and evidence. b. Develops claim(s), supplying evidence in a manner that anticipates the audience's concerns. c. Uses words, phrases, and clauses to link the major sections of the text and clarify the relationships between claim(s) and reasons, and between reasons and evidence. d. Attempts a formal style and objective tone while demonstrating awareness of the norms and conventions of standard English. e. Provides a concluding statement or section.	a. Introduces claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates an organization that establishes relationships among claim(s), counterclaims, reasons, and evidence. b. Develops claim(s) and counterclaims, supplying evidence for each while pointing out the strengths of both in a manner that anticipates the audience's concerns. c. Uses words, phrases, and clauses to link the major sections of the text and clarify the relationships between claim(s) and reasons, and between reasons and evidence, and between claim(s) and counterclaims. d. Establishes a formal style and objective tone while demonstrating awareness of the norms and conventions of the discipline in which they are writing. e. Provides a concluding statement or section that supports the argument presented.	a. Introduces precise claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develops claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Uses words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provides a concluding statement or section that follows from and supports the argument presented.	a. Introduces strong and precise claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates an effective organization that establishes strong, clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develops strong claim(s) and counterclaims fairly, supplying thorough evidence for each while pointing out the strengths and limitations of both in a manner that effectively anticipates the audience's knowledge level and concerns. c. Uses precise words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establishes and maintains a rhetorically appropriate formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provides an effective concluding statement or section that follows from and supports the argument presented.

Range	9-10.W.2	writes informative/explanatory texts to examine and convey ideas, concepts, and information through the selection, organization, and analysis of content. A. States a topic; attempts an organization of ideas, concepts, and information to make connections and distinctions. B. Develops the topic with information and examples appropriate to the audience's knowledge of the topic. C. Uses appropriate transitions to link the major sections of the texts. D. Uses topic-appropriate language and vocabulary to describe the topic. E. Attempts a formal style and objective tone while demonstrating awareness of the norms and conventions of standard English. F. Provides a concluding statement or section.	writes informative/explanatory texts to examine and convey ideas, concepts, and information accurately through the selection, organization, and analysis of content. A. States a topic; organizes ideas, concepts, and information to make connections and distinctions; includes formatting (e.g., headings) and graphics (e.g., figures, tables) to aid comprehension. B. Develops the topic with relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience. C. Uses appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Uses topic-appropriate language and domain-specific vocabulary to manage the complexity of the topic. E. Establishes a formal style and objective tone while demonstrating awareness of the norms and conventions of the discipline in which they are writing. F. Provides a concluding statement or section that supports the information or explanation presented.	writes informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduces a topic; organizes complex ideas, concepts, and information to make important connections and distinctions; includes formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to aiding comprehension. B. Develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Uses precise language and domain-specific vocabulary to manage the complexity of the topic. E. Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. F. Provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	writes highly effective informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Clearly introduces a topic; strategically organizes complex ideas, concepts, and information to make important connections and distinctions; includes important formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to aiding comprehension. B. Thoroughly develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Consistently and effectively uses appropriate and varied transitions to link the major sections of the text, creates cohesion, and clarifies the relationships among complex ideas and concepts. D. Uses precise language, domain-specific vocabulary, and figures of speech to manage the complexity of the topic. E. Establishes and maintains a rhetorically effective formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. F. Provides an effective concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Range	9-10.W.3	N/A	N/A	N/A	N/A
Range	9-10.W.4-6	produces writing in which the development, organization, and style is appropriate to the task and purpose; strengthens writing as needed by revising and editing; uses technology to produce writing.	produces coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience; strengthens writing as needed by planning, revising, and editing; uses technology, including the Internet, to produce and publish writing products, taking advantage of technology's capacity to display information flexibly and dynamically.	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience; uses technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	produces clear and coherent writing in which the development, organization, and style are highly effective for the task, purpose, and audience; develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience; uses technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Range	9-10.W.7	conducts short research projects to answer a given simple question or solve a given simple problem; uses discrete information from sources on the subject, demonstrating a developing understanding of the subject under investigation.	conducts short as well as more sustained research projects to answer a simple question (including a self-generated question) or solve a simple problem; narrows or broadens the inquiry when appropriate; synthesizes sources on the subject, demonstrating understanding of the subject under investigation.	conducts short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrows or broadens the inquiry when appropriate; synthesizes multiple sources on the subject, demonstrating understanding of the subject under investigation.	conducts short as well as more sustained research projects to answer a complex question (including a self-generated question) or solve a complex problem; narrows or broadens the inquiry when appropriate; synthesizes multiple high-quality sources on the subject, demonstrating complete understanding of the subject under investigation.
Range	9-10.W.8	gathers information from print and digital sources; integrates information into the text, avoiding plagiarism and following a standard format for citation.	gathers relevant information from multiple print and digital sources, using searches effectively; assesses the usefulness of each source in answering the research question; integrates information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	gathers relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assesses the usefulness of each source in answering the research question; integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	gathers highly relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assesses and analyzes the usefulness of each source in answering the research question; seamlessly integrates information into the text selectively to create and maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Listening					
Range	9-10.SL.2	uses multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally).	uses multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	integrates multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	effectively integrates multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) to meet the needs of a specific task, audience, and purpose, while evaluating the credibility and accuracy of each source.
Range	9-10.SL.3	summarizes a speaker's point of view, reasoning, and use of evidence.	evaluates a speaker's point of view, reasoning, and use of evidence, identifying any fallacious reasoning.	evaluates a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	thoroughly evaluates a speaker's point of view, reasoning, and use of evidence and rhetoric, analyzing any fallacious reasoning or exaggerated or distorted evidence.
Language					
Range	9-10.L.1	attempts to meet the conventions of standard English grammar and usage when writing or speaking: uses various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to add interest to writing or presentations.	demonstrates basic understanding of the conventions of standard English grammar and usage when writing or speaking. 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 meanings and add interest to writing or presentations.	demonstrates command of the conventions of standard English grammar and usage when writing or speaking. 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 or presentations.	demonstrates strong command of the conventions of standard English grammar and usage when writing or speaking. 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, craft, style, depth of meaning, and interest to writing or presentations.
Range	9-10.L.2	attempts to meet the conventions of standard English capitalization, punctuation, and spelling when writing.	demonstrates basic understanding of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Attempts to use a semicolon to link two or more closely related independent clauses. b. Attempts to use a colon to introduce a list or quotation. c. Spells correctly.	demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Uses a semicolon to link two or more closely related independent clauses. b. Uses a colon to introduce a list or quotation. c. Spells correctly.	demonstrates strong command of the conventions of standard English capitalization, punctuation, and spelling when writing, using that command to enhance style and meaning. a. Uses a semicolon to link two or more closely related independent clauses. b. Uses a colon to introduce a list or quotation. c. Spells correctly.
Range	9-10.L.3	uses knowledge of language for comprehension when reading or listening and makes choices for meaning or style.	uses knowledge of language for comprehension when reading or listening and makes choices for meaning or style; writes and edits work to conform to a formal or informal style.	applies knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Writes and edits work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	applies knowledge of language to demonstrate how language functions in different contexts, to make highly effective choices for meaning or style, and to fully comprehend when reading or listening; writes and edits work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
Range	9-10.L.4	determines the meaning of unknown or multiple meaning grade-level words by using context clues or attempting to use patterns of word changes.	determines the meaning of unknown grade-level words by using context clues within the same sentence; identifies and attempts to use patterns of word changes that indicate different meanings; or consults general reference materials, both print and digital.	determines and clarifies the meaning of unknown or multiple-meaning grade level words by using context clues within the text; identifies and correctly uses patterns of word changes that indicate different meanings or parts of speech; consults general and specialized reference materials, both print and digital, to determine its part of speech or its etymology; and/or verifies the preliminary determination of the meaning of a word or phrase.	determines and clarifies the meanings of unknown and multiple-meaning words, including above grade-level words, by using context clues within the text; identifies and correctly uses patterns of word changes that indicate different meanings or parts of speech; consults general and specialized reference materials, both print and digital, to determine its part of speech or its etymology; and/or verifies the meaning of a word or phrase.
Range	9-10.L.5	recognizes figurative language and word relationships by identifying figures of speech and nuances in word meanings.	demonstrates understanding of straightforward figurative language, clear word relationships, and nuances in word meanings by identifying and attempting to interpret figures of speech in texts and recognizing nuances in the meaning of words.	demonstrates understanding of figurative language, word relationships, and nuances in word meanings. a. Interprets figures of speech in context and analyzes their role in texts. b. Analyzes nuances in the meaning of words with similar denotations.	demonstrates understanding of complex figurative language, complex word relationships, and subtle nuances in word meanings. a. Interprets and uses figures of speech in context and analyzes their role in texts. b. Analyzes and uses nuances in the meaning of words with similar denotations.