



Reading Detailed Performance Level Descriptors

Grades 9 and 10

**Performance Level Descriptors: Reading Language Arts
Grade 9**

PLD Type	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The level 1 students are able to partially access grade-level content and engage with higher-order thinking skills with extensive support.	The level 2 students are able to access grade-level content, and engages in higher-order thinking skills with minimal independence and some support .	The level 3 students are able to access grade-level content, and independently engages in higher-order thinking skills. This level of performance likely indicates students are on track to be sufficiently prepared for college or career.	The level 4 students are able to go beyond grade-level content, and independently engages in higher-order thinking skills. This level of performance likely indicates students are on track to be well-prepared for college or career.

GRADE 9 LITERATURE

PLD Type	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
		For grade-appropriate, low-complexity texts, the student:	For grade-appropriate, low-to-moderate complexity texts, the student:	For grade-appropriate, moderate-to-high complexity texts, the student:	For grade-appropriate, high complexity texts, the student:
Range	9-10.RL.1	cites textual evidence to support analysis of what the text says explicitly.	cites textual evidence to support analysis of what the text says explicitly as well as 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 multi-faceted 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 concise, 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	determines the literal meaning of words and phrases as they are used in the text; describes the impact of specific word choices on meaning.	determines the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; describes the impact of specific word choices on meaning.	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) and identifies 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.	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	identifies 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.	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 an 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 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>).	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>).	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's or viewer's interpretation.

Range	9-10.RL.8 Not applicable to literature	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).

GRADE 9 INFORMATIONAL TEXT					
PLD Type	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
		For grade-appropriate, low-complexity texts, the student:	For grade-appropriate, low-to-moderate complexity texts, the student:	For grade-appropriate, moderate-to-high complexity texts, the student:	For grade-appropriate, high complexity texts, the student:
Range	9-10.RI.1	cites textual evidence to support analysis of what the text says explicitly.	cites textual evidence to support analysis of what the text says explicitly as well as 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 multi-faceted 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 concise, objective summary of the text.
Range	9-10.RI.3	identifies how the author organizes ideas or events.	describes how the author unfolds an analysis or a series of ideas or events, including the order in which the points are made, how they are introduced and developed.	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	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.	determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; describes the impact of specific word choices on meaning.	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	identifies how an author's ideas or claims are developed by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	describes how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	analyzes in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	analyzes and 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	determines an author's point of view or purpose in a text.	determines an author's point of view or purpose in a text and describes how an author uses rhetoric.	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).	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	identifies the argument, claims, and evidence in a text.	describes the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant.	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.	analyzes 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	identifies themes and concepts 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 themes and concepts 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.	analyzes and evaluates the reasoning 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.

GRADE 9 LANGUAGE

PLD Type	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
		For grade-appropriate, low-complexity texts, the student:	For grade-appropriate, low-to-moderate complexity texts, the student:	For grade-appropriate, moderate-to-high complexity texts, the student:	For grade-appropriate, high complexity texts, the student:
Range	9-10.L.4	determines the meaning of unknown grade-level words by using immediate context clues.	determines and clarifies the meaning of unknown grade-level words by using context clues within the text.	determines and clarifies the meaning of unknown or multiple-meaning grade level words by using context clues within the text; uses patterns of word changes that indicate different meanings.	determines and clarifies the meanings of unknown and multiple-meaning words, including above grade-level words, by using context clues within the text; uses patterns of word changes that indicate different meanings.
Range	9-10.L.5	identifies figures of speech.	identifies and interprets figures of speech in texts and recognizes 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.	analyzes complex figurative language, complex word relationships, and subtle 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.

Range	9-10.L.6	identifies general academic and domain-specific words and phrases.	comprehends general academic and domain-specific words and phrases; demonstrates a rudimentary ability in gathering vocabulary knowledge.	demonstrates knowledge of general academic and domain-specific words and phrases, sufficient at the college and career readiness level; demonstrates independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	demonstrates knowledge of higher-level academic and domain-specific words and phrases; demonstrates independence in applying vocabulary knowledge when considering an unknown word or phrase.
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Performance Level Descriptors: Reading Language Arts Grade 10					
PLD Type	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The level 1 students are able to partially access grade-level content and engage with higher-order thinking skills with extensive support.	The level 2 students are able to access grade-level content, and engages in higher-order thinking skills with minimal independence and some support .	The level 3 students are able to access grade-level content, and independently engages in higher-order thinking skills. This level of performance likely indicates students are on track to be sufficiently prepared for college or career.	The level 4 students are able to go beyond grade-level content, and independently engages in higher-order thinking skills. This level of performance likely indicates students are on track to be well-prepared for college or career.

GRADE 10 LITERATURE

PLD Type	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
		For grade-appropriate, low-complexity texts, the student:	For grade-appropriate, low-to-moderate complexity texts, the student:	For grade-appropriate, moderate-to-high complexity texts, the student:	For grade-appropriate, high complexity texts, the student:
Range	9-10.RL.1	cites textual evidence to support analysis of what the text says explicitly.	cites textual evidence to support analysis of what the text says explicitly as well as 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 multi-faceted 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 concise, 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	determines the literal meaning of words and phrases as they are used in the text; describes the impact of specific word choices on meaning.	determines the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; describes the impact of specific word choices on meaning.	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) and identifies 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.	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	identifies 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,.	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 an 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 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>).	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>).	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’s or viewer’s interpretation.
Range	9-10.RL.8 Not applicable to literature	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).

GRADE 10 INFORMATIONAL TEXT

PLD Type	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
		For grade-appropriate, low-complexity texts, the student:	For grade-appropriate, low-to-moderate complexity texts, the student:	For grade-appropriate, moderate-to-high complexity texts, the student:	For grade-appropriate, high complexity texts, the student:
Range	9-10.RI.1	cites textual evidence to support analysis of what the text says explicitly.	cites textual evidence to support analysis of what the text says explicitly as well as 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 multi-faceted 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 concise, objective summary of the text.

Range	9-10.RI.3	identifies how the author organizes ideas or events.	describes how the author unfolds an analysis or a series of ideas or events, including the order in which the points are made, how they are introduced and developed.	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	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.	determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; describes the impact of specific word choices on meaning.	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	identifies how an author's ideas or claims are developed by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	describes how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	analyzes in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	analyzes and 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	determines an author's point of view or purpose in a text.	determines an author's point of view or purpose in a text and describes how an author uses rhetoric.	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).	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	identifies the argument, claims, and evidence in a text.	describes the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant.	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.	analyzes 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	identifies themes and concepts 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 themes and concepts 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.	analyzes and evaluates the reasoning 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.
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GRADE 10 LANGUAGE					
PLD Type	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
		For grade-appropriate, low-complexity texts, the Below Proficient student:	For grade-appropriate, low-to-moderate complexity texts, the Approaching Proficient student:	For grade-appropriate, moderate-to-high complexity texts, the Proficient student:	For grade-appropriate, high complexity texts, the Level 4 student:
Range	9-10.L.4	determines the meaning of unknown grade-level words by using immediate context clues.	determines and clarifies the meaning of unknown grade-level words by using context clues within the text.	determines and clarifies the meaning of unknown or multiple-meaning grade level words by using context clues within the text; uses patterns of word changes that indicate different meanings.	determines and clarifies the meanings of unknown and multiple-meaning words, including above grade-level words, by using context clues within the text; uses patterns of word changes that indicate different meanings.

Range	9-10.L.5	identifies figures of speech.	identifies and interprets figures of speech in texts and recognizes nuances in the meaning of words.	<p>demonstrates understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interprets figures of speech in context and analyzes their role in texts.</p> <p>b. Analyzes nuances in the meaning of words with similar denotations.</p>	<p>analyzes complex figurative language, complex word relationships, and subtle nuances in word meanings.</p> <p>a. Interprets figures of speech in context and analyzes their role in texts.</p> <p>b. Analyzes nuances in the meaning of words with similar denotations.</p>
Range	9-10.L.6	identifies general academic and domain-specific words and phrases.	comprehends general academic and domain-specific words and phrases; demonstrates a rudimentary ability in gathering vocabulary knowledge.	demonstrates knowledge of general academic and domain-specific words and phrases, sufficient at the college and career readiness level; demonstrates independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	demonstrates knowledge of higher-level academic and domain-specific words and phrases; demonstrates independence in applying vocabulary knowledge when considering an unknown word or phrase.