English Language Arts Grade 10

ALD	Standard	Novice	Partially Proficient	Proficient	Advanced
Policy		The Level 1 student is below proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content 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 North Dakota English Language Arts and Literacy (ELA) Content 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 North Dakota English Language Arts and Literacy (ELA) Content 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 North Dakota English Language Arts and Literacy (ELA) Content 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 a range of grade-appropriate texts, the Level 1 student	For a range of grade-appropriate texts, the Level 2 student	For a range of grade-appropriate texts, the Level 3 student	For a range of grade-appropriate texts, the Level 4 student
Reading: Literature/Fiction					
Range	9-10.RL.1	reads carefully enough to basically comprehend texts of grade-level-appropriate complexity in order to: determine what the text says explicitly, inconsistently cite relevant textual evidence, and provide a retelling of the text.	reads closely to comprehend texts of grade-level-appropriate complexity to: determine what the text says explicitly, cite textual evidence, and provide a summary of the text.	reads closely to comprehend texts of grade-level-appropriate complexity to: determine what the text says explicitly and implicitly, cite strong and thorough textual evidence, and provide an objective summary of the text.	reads closely to analyze texts of grade-level-appropriate complexity to: examine what the text says explicitly and implicitly, cite strong and thorough textual evidence, and provide a comprehensive objective summary of the text.
Range	9-10.RL.2	determines a theme and/or central idea of a text and partially explains its development over the course of a text, including how it relates to specific details, and cites incomplete or irrelevant textual evidence.	determines and restates a theme and/or central idea of a text and analyzes its development over the course of a text, including how it relates to specific details, and cites textual evidence.	determines and analyzes a theme and/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, and cites thorough textual evidence.	examines and analyzes a theme and/or central idea of a text and evaluates in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details, and cites strong and thorough textual evidence.
Range	9-10.RL.3	identifies how characters and/or textual elements develop and interact over the course of a text, including how straightforward characters and/or literary elements clearly interact with other elements and relate to the plot or theme, citing incomplete or irrelevant textual evidence.	describes how characters and/or textual elements develop and interact over the course of a text, including how complex characters and/or literary elements (e.g., characters with multiple or conflicting motivations; symbolism, mood, setting, etc., in poetry) interact with other elements and relate to the plot or theme, citing textual evidence.	analyzes how and why characters and/or textual elements develop and interact over the course of a text, including how complex characters and/or literary elements (e.g., characters with multiple or conflicting motivations; symbolism, mood, setting, etc., in poetry) develop over the course of a text, interact with other elements, and advance the plot or develop the theme, citing thorough textual evidence.	analyzes and evaluates how and why characters and/or textual elements develop and interact over the course of a text, including how complex characters and/or literary elements (e.g., characters with multiple or conflicting motivations; symbolism, mood, setting, etc., in poetry) develop over the course of a text, interact with other elements to create meaning, and advance the plot or develop the theme, citing strong and thorough textual evidence as support.

ALD	Standard	Novice	Partially Proficient	Proficient	Advanced
Range	9-10.RL.4	with explicit textual support (e.g., context clues, embedded definition, etc.), determines the literal meaning of words and phrases as they are used in the text; identifies the impact of specific word choices on meaning.	with explicit 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; describes the cumulative impact of specific word choices on meaning and tone (e.g., evoking a sense of time and place; setting a formal or informal tone; identifying bias in language).	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., evoking a sense of time and place; setting a formal or informal tone; identifying bias in language).	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., evoking a sense of time and place; setting a formal or informal tone; identifying bias in language).
Range	9-10.RL.5	partially identifies an author's choices concerning how to order events within a text and manipulate time (e.g., pacing, flashbacks).	describes an author's choices concerning how to order events within a text and manipulate time (e.g., pacing, flashbacks).	analyzes how an author's choices concerning how to order events within a text and manipulate time create such effects as mystery, tension, or surprise (e.g., pacing, flashbacks).	analyzes how an author's choices concerning how to order events within a text and manipulate time create such effects as mystery, tension, or surprise (e.g., pacing, flashbacks), and evaluates their impact on the text as a whole.
Range	9-10.RL.6	identifies explicit cultural experiences or particular points of view in diverse works of literature.	describes how explicit cultural experiences influence particular points of view in diverse works of literature.	analyzes how cultural experiences influence particular points of view in diverse works of literature.	analyzes how different cultural experiences influence points of view in diverse works of literature.
Range	9-10.RL.7	identifies the differences in a depiction of a subject or a key scene in two different artistic mediums.	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.	analyzes and evaluates the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each.	analyzes and evaluates the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment, and assesses its effect on the reader's or viewer's interpretation.
Range	9-10.RL.8	N/A	N/A	N/A	N/A
Range	9-10.RL.9	identifies provided connections between texts and partially examines how an author draws on other texts in a specific work (e.g., through allusions, prequels, sequels; transforming an earlier story).	finds provided connections between texts and examines how an author draws on other texts in a specific work (e.g., through allusions, prequels, sequels; transforming an earlier story).	finds provided connections between texts to analyze and evaluate how effectively an author draws on other texts in a specific work (e.g., through allusions, prequels, sequels; transforming an earlier story).	examines connections between texts to analyze and evaluate how effectively an author draws on other texts in a specific work (e.g., through allusions, prequels, sequels; transforming an earlier story).
		Reading: Informational/Nonfiction Text			
Range	9-10.RI.1	reads carefully enough to basically comprehend texts of grade-level-appropriate complexity in order to: determine what the text says explicitly, inconsistently cite relevant textual evidence, and provide a retelling of the text.	reads closely to comprehend texts of grade-level-appropriate complexity to: determine what the text says explicitly, cite textual evidence, and provide a summary of the text.	reads closely to comprehend texts of grade-level-appropriate complexity to: determine what the text says explicitly and implicitly, cite thorough textual evidence, and provide an objective summary of the text.	reads closely to analyze texts of grade-level-appropriate complexity to: examine what the text says explicitly and implicitly, cite strong and thorough textual evidence, and provide a comprehensive objective summary of the text.
Range	9-10.RI.2	determines a theme and/or central idea of a text and partially explains its development over the course of a text, including how it is connected to general details, and cites incomplete or irrelevant textual evidence.	determines and restates a theme and/or central idea of a text and explains its development over the course of a text, including how it relates to specific details, and cites textual evidence.	determines and analyzes a theme and/or central idea of a text and analyzes its development over the course of a text, including how it emerges and is shaped and refined by specific details, and cites thorough textual evidence.	examines and analyzes a theme and/or central idea of a text and evaluates its development over the course of a text, including how it emerges and is shaped and refined by specific details, and cites strong and thorough textual evidence.

English Language Arts Grade 10

ALD	Standard	Novice	Partially Proficient	Proficient	Advanced
Range	9-10.RI.3	identifies how individuals, events, and ideas develop and/or interact over the course of a text, citing incomplete textual evidence.	describes how specific individuals, sequence of events, and ideas develop and/or interact over the course of a text, citing textual evidence.	analyzes how and why specific individuals, sequence of events, and ideas develop and/or interact over the course of a text, citing thorough textual evidence.	analyzes and evaluates how and why specific individuals, sequence of events, and ideas develop and/or interact over the course of a text, citing strong and thorough textual evidence.
Range	9-10.RI.4	with explicit 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., analyzing how the language of a court opinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language).	with explicit 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 impact of specific word choices on meaning and tone (e.g., analyzing how the language of a court opinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language).	determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes the impact of specific word choices on meaning and tone (e.g., analyzing how the language of a court opinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language).	analyzes the meaning of complex words and phrases as they are used in a text, including figurative, connotative, and technical meanings; evaluates the rhetorical effect of specific word choices on meaning and tone (e.g., analyzing how the language of a court opinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language).
Range	9-10.RI.5	identifies the basic structure of a specific paragraph in a text, including its connection to a key concept.	describes the structure of a specific paragraph in a text, including the connection of particular sentences to a key concept.	analyzes in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	evaluates in detail a structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
Range	9-10.RI.6	determines an author's point of view or purpose in a text, and identifies how the author's choices advance the point of view or purpose.	determines an author's point of view or purpose, and describes how the author's choices advance the effectiveness of the text.	determines an author's point of view or purpose and possible biases in a text, and analyzes how the author's choices advance or detract from the effectiveness of the text.	evaluates an author's point of view or purpose and possible biases in a text, and analyzes how the author's choices advance or detract from the effectiveness of the text.
Range	9-10.RI.7	describes various accounts of a subject told in different media (e.g., a person's life story in both print and multimedia).	compares and contrasts various accounts of a subject told in different media (e.g., a person's life story in both print and multimedia), including identifying which details are emphasized in each account.	analyzes various accounts of a subject told in different media (e.g., a person's life story in both print and multimedia), including determining which details are emphasized in each account.	analyzes various accounts of a subject told in different media (e.g., a person's life story in both print and multimedia), including evaluating the rhetorical effect of the emphasis of different details in each account.
Range	9-10.RI.8	identifies the argument and 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 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.	delineates 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 authors' explicit reference to other texts in a specific work, including if they address related themes and/or concepts.	identifies authors' reference to other texts in a specific work (e.g., through allusion, direct reference), including if they address related themes and/or concepts.	analyzes how authors draw on other texts in a specific work (e.g., through allusion, direct reference), including how they address related themes and/or concepts.	evaluates how authors utilize other texts in a specific work (e.g., through allusion, direct reference), including how they address related themes and/or concepts.

ALD	Standard	Novice	Partially Proficient	Proficient	Advanced
Writing					
Range	9-10.W.1	writes arguments to support claims in an analysis of substantive topics or texts, using reasoning and evidence. **a.** Introduces claim(s). **b.** Organizes writing with limited connections among claim(s), counterclaims, reasons, and evidence. **c.** Develops claim(s) and counterclaims by supplying basic evidence **d.** Uses basic transitions to link the major sections of the text **e.** Demonstrates an appropriate and definite tone and style **f.** Provides a conclusion.	writes arguments to support claims in an analysis of substantive topics or texts, using reasoning and relevant evidence. **a.** Introduces general claim(s) and distinguishes the claim(s) from clear alternate or opposing claims; orients the reader. **b.** Organizes writing that establishes a relationship among claim(s), counterclaims, reasons, and evidence. **c.** Develops claim(s) and counterclaims, pointing out the strengths and limitations of both by supplying relevant evidence. **d.** Uses basic transitional words, phrases, and clauses to link the major sections of the text and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. **e.** Establishes an appropriate style and tone suitable for the norms and conventions of the discipline in which he or she is writing. **f.** Provides a conclusion that generally follows from and supports the argument presented.	writes effective arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **a.** Introduces precise claim(s) and distinguishes the claim(s) from alternate or opposing claims; engages and orients the reader. **b.** Organizes writing that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. **c.** Develops claim(s) and counterclaims, pointing out the strengths and limitations of both by supplying relevant and credible evidence. **d.** Uses transitional 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. **e.** Establishes and maintains an appropriate style and tone suitable for the norms and conventions of the discipline in which he or she is writing. **f.** Provides a conclusion that follows from and supports the argument presented.	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 strong and precise claim(s), distinguishes the claim(s) from alternate or opposing claims. **b.** Organizes writing that establishes strong, clear relationships among claim(s), counterclaims, reasons, and evidence. **c.** Develops strong claim(s) and counterclaims, pointing out the strengths and limitations of both by supplying relevant and credible evidence in a manner that anticipates the audience's knowledge level and concerns. **d.** Uses transitional and 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. **e.** Establishes and maintains an appropriate style and tone suitable for the norms and conventions of the discipline in which he or she is writing. **f.** Provides an effective concluding statement or section that follows from and supports the argument presented.

ALD	Standard	Novice	Partially Proficient	Proficient	Advanced

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 with an incomplete focus, purpose, and thesis statement.
		  b. Organizes ideas, concepts, and information without clear connections or distinctions.
		  c. Develops the topic with information and examples appropriate for purpose and audience.
		  d. Uses appropriate transitions to link the major sections of the text.
		  e. Uses topic-appropriate language and vocabulary to describe the topic.
		  f. Demonstrates an appropriate style and tone
		  g. Provides a conclusion.
			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 and a creates a focus, purpose, and thesis statement to engage and orient the reader.
			  b. Organizes ideas, concepts, and information to make connections and distinctions; includes formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to aiding comprehension.
			  c. Develops the topic with relevant facts, definitions, details, quotations, or other information and examples appropriate for purpose and audience.
			  d. Uses appropriate transitions to link the major sections of the text, create cohesion.
			  e. Uses topic-appropriate language and domain-specific vocabulary to develop the complexity of the topic.
			  f. Demonstrates an appropriate style suitable for the norms and conventions of the discipline in which he or she is writing.
			  g. Provides a conclusion that supports the information or explanation presented.
				writes 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. Introduces a topic and establishes a clear focus, purpose, and thesis statement to engage and orient the reader.
				  b. 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.
				  c. Develops the topic with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.
				  d. Uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
				  e. Uses precise language and domain-specific vocabulary to manage the complexity of the topic.
				  f. Establishes and maintains an appropriate style and tone suitable for the norms and conventions of the discipline in which he or she is writing.
				  g. Provides a conclusion 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. Introduces a topic and establishes a distinct focus, purpose, and thesis statement to engage and orient the reader.
					  b. Strategically 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.
					  c. Thoroughly develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.
					  d. Consistently and effectively uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
					  e. Uses precise language, domain-specific vocabulary, and figures of speech to manage the complexity of the topic.
					  f. Establishes and maintains an effective style and tone suitable for the norms and conventions of the discipline in which he or she is writing.
					  g. Provides an effective conclusion 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

ALD	Standard	Novice	Partially Proficient	Proficient	Advanced
Range	9-10.W.4-6	produces writing in which the development, organization, style, and format are generally appropriate to a range of tasks, purposes, and audiences; develops writing as needed by revising and editing; uses technology to produce writing.	produces clear writing in which the development, organization, style, and format are appropriate to a range of tasks, purposes, and audiences; develops 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 effectively.	produces clear and coherent writing in which the development, organization, style, and format are appropriate to a range of tasks, purposes, and audiences; 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 effectively.	produces clear and coherent writing in which the development, organization, style, and format are highly effective for a range of tasks, purposes, and audiences; 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 effectively.
Range	9-10.W.7	conducts short research projects to answer a given simple question or solve a given simple problem; uses information from sources on the subject, developing an 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 thorough 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 maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Listening					
Range	9-10.SL.2	uses appropriate strategies (e.g., note-taking), to collect information from multiple sources presented in diverse media or formats (e.g., oral, images, videos, tables, charts, graphs).	uses appropriate strategies (e.g., note-taking) to collect information from multiple sources presented in diverse media or formats (e.g., oral, images, videos, tables, charts, graphs), evaluating the credibility and accuracy of each source.	uses appropriate strategies (e.g., note-taking) to integrate multiple sources of information presented in diverse media or formats (e.g., oral, images, videos, tables, charts, graphs), evaluating the credibility and accuracy of each source.	uses appropriate strategies (e.g., note-taking), effectively integrates multiple sources of information presented in diverse media or formats (e.g., oral, images, videos, tables, charts, graphs) to meet the needs of a specific task, audience, and purpose, while evaluating the credibility and accuracy of each source.

ALD	Standard	Novice	Partially Proficient	Proficient	Advanced
Range	9-10.SL.3	summarizes a speaker's point of view and evidence.	evaluates a speaker's point of view and evidence, including faulty evidence and summarize reasoning.	evaluates a speaker's point of view, reasoning, evidence, and rhetorical strategies, identifying fallacious reasoning or exaggerated or distorted evidence.	thoroughly evaluates a speaker's point of view, reasoning, evidence, and rhetorical strategies, analyzing any fallacious reasoning or exaggerated or distorted evidence.
Language					
Range	9-10.L.1	attempts to meet the basics of standard English writing and speaking, including the limited ability to: ensure pronoun-antecedent agreement; recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language; explain the function of phrases and clauses in general and their function in specific sentences; choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas; ensure that pronouns are in the proper case; recognize and correct inappropriate shifts in pronoun number and person; recognize and correct vague pronouns.	demonstrates a basic understanding of standard English writing and speaking, including the inconsistent ability to: ensure pronoun-antecedent agreement; recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language; explain the function of phrases and clauses in general and their function in specific sentences; choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas; ensure that pronouns are in the proper case; recognize and correct inappropriate shifts in pronoun number and person; recognize and correct vague pronouns.	demonstrates command of standard English writing and speaking, including the ability to: ensure pronoun-antecedent agreement; recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language; explain the function of phrases and clauses in general and their function in specific sentences; choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas; ensure that pronouns are in the proper case; recognize and correct inappropriate shifts in pronoun number and person; recognize and correct vague pronouns.	demonstrates strong command of standard English writing and speaking, including the ability to: ensure pronoun-antecedent agreement; recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language; explain the function of phrases and clauses in general and their function in specific sentences; choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas; ensure that pronouns are in the proper case; recognize and correct inappropriate shifts in pronoun number and person; recognize and correct vague pronouns.
Range	9-10.L.2	attempts to meet the basics of standard English writing and speaking, including the limited ability to: use punctuation (i.e., comma, dash, parentheses) to set off nonrestrictive/parenthetical elements; use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses; use a colon to introduce a list or quotation.	demonstrates a basic understanding of standard English writing and speaking, including the inconsistent ability to: use punctuation (i.e., comma, dash, parentheses) to set off nonrestrictive/parenthetical elements; use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses; use a colon to introduce a list or quotation.	demonstrates command of standard English writing and speaking, including the ability to: use punctuation (i.e., comma, dash, parentheses) to set off nonrestrictive/parenthetical elements; use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses; use a colon to introduce a list or quotation.	demonstrates strong command of standard English writing and speaking, including the solid ability to: use punctuation (i.e., comma, dash, parentheses) to set off nonrestrictive/parenthetical elements; use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses; use a colon to introduce a list or quotation.
Range	9-10.L.4	determines the meaning of unknown or multiple-meaning grade-level words by using immediate context clues or consults general reference materials both print and digital.	determines the meaning of unknown or multiple meaning 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; and/or consults general and specialized reference materials, both print and digital, to determine a word's part of speech or its etymology.	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; and/or consults general and specialized reference materials, both print and digital, to determine a word's part of speech or its etymology.

English Language Arts Grade 10

ALD	Standard	Novice	Partially Proficient	Proficient	Advanced
Range	9-10.L.5	Identifies straightforward figurative language and clear word relationships by identifying figures of speech.	demonstrates understanding of straightforward figurative language, clear word relationships, and nuances in word meanings. **a.** Identifies and attempts to interpret figures of speech in texts. **b.** Identifies some 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.