

BENCHMARK REPORT
ENGLISH LANGUAGE ARTS
GRADES 9-10



DOMAIN: Reading Standards for Literature			
<i>Key Ideas and Details</i>		Rating	Completed
RL1	Cite strong and thorough textual evidence to analyze what the text says explicitly as well as inferences drawn from the text.		
RL2	Determine a theme or central idea of a text and analyze its development over the course of the text.		
RL3	Provide an objective summary of the text.		
RL4	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.		
<i>Craft and Structure</i>		Rating	Completed
RL5	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.		
RL6	Analyze author's choices concerning structure and style, the order of events, and the manipulation of time.		
RL7	Analyze an author's use of literary devices.		
RL8	Analyze 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 as well as classic through contemporary literature.		
<i>Integration of Knowledge and Ideas</i>		Rating	Completed
RL9	Analyze the representation of a subject or a key scene in two different artistic mediums or literary genres, including what is emphasized or absent in each treatment.		
RL10	Analyze how an author draws on and transforms source material in a specific work).		
<i>Range of Reading and Level Text Complexity</i>		Rating	Completed
RL11	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, with scaffolding as needed at the high and low end.		
DOMAIN: Reading Standards for Non-Fiction or Academic Content Text			
<i>Key Ideas and Details</i>		Rating	Completed
RIT1	Cite strong and thorough textual evidence to analyze what the text says explicitly as well as inferences drawn from the text. Demonstrate proficiency with basic research from a variety of sources using MLA.		
RIT2	Determine a central idea of a text and analyze its development over the course of the text.		
RIT3	Provide an objective summary of the text.		

RIT4	Analyze 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 drawn between them.		
<i>Craft and Structure</i>		Rating	Completed
RIT5	Determine the meaning of words and phrases in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.		
RIT6	Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.		
RIT7	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical strategies to advance that point of view or purpose.		
<i>Integration of Knowledge and Ideas</i>		Rating	Completed
RIT8	Evaluate a text's argument and claims, assessing the validity of the reasoning and relevance of the evidence: identify false statements and fallacious reasoning, providing appropriate evidence.		
RIT9	Analyze seminal U.S. documents of historical and literary significance representing related social and cultural concepts, historical context, and civic culture.		
<i>Range of Reading and Level Text Complexity</i>		Rating	Completed
RIT10	By the end of Grade 10, read and comprehend literary nonfiction proficiently with scaffolding as needed at the high and low end of the range.		
DOMAIN: Writing Standards			
<i>Text Types and Purposes</i>		Rating	Completed
W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence		
W1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.		
W1b	Develop 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.		
W1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify relationships.		
W1d	Establish and maintain a formal style and objective tone while including the norms and conventions of standard written English.		
W1e	Provide a concluding statement that supports the argument presented.		
W2	Write informative/explanatory texts that examines and conveys complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis.		
W2a	Introduce a topic; organize complex ideas, concepts, and information to make connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.		

W2b	Develop the topic with relevant and sufficient evidence appropriate to the audience's knowledge of the topic.		
W2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.		
W2d	Use precise language and content-specific vocabulary to communicate the complexity of the topic.		
W2e	Establish and maintain a formal style and objective tone while including the norms and conventions of standard written English.		
W2f	Provide a concluding statement that supports the information or explanation presented.		
W3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.		
W3a	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.		
W3b	Use precise words and phrases and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.		
W4	Write descriptive passages, fictional or non-fictional, using effective details and figurative language to allow the reader to experience and understand the author's intention.		
W4a	Open description with an engaging hook.		
W4b	Develop a description with appropriate and specific details to enhance the author's purpose.		
W4c	Use logical transitions between aspects of description.		
W4d	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify relationships.		
W4e	Use sensory details to enhance the reader's experience.		
W4f	End description purposefully and effectively, reflecting as appropriate.		
W5	Write an essay to identify and analyze similarities and differences (e.g. character traits, plots, novels, etc.).		
W5a	Introduce the topic by identifying the items to be discussed.		
W5b	Use textual evidence to support the comparison.		
W5c	Use words, phrases and clauses to link the major sections of the text to create cohesion, keep the relationship among the ideas clear and link the similarities and differences. The text should move fluently and coherently between ideas.		
W5d	Provide a concluding statement that supports the comparison and contrast presented.		
Strand: Production and Distribution of Writing		Rating	Completed
W6	Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.		
W7	Develop and strengthen 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.		

W8	Use technology 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.		
Strand: Research to Build and Present Knowledge		Rating	Completed
W9	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		
W10	Gather relevant information from multiple authoritative sources, assess the usefulness of each source, and integrate the information, avoiding plagiarism and following standard MLA format.		
Strand: Ranges of Writing		Rating	Completed
W11	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.		
DOMAIN: Speaking and Listening Standards			
Strand: Comprehension and Collaboration		Rating	Completed
SL1	Initiate and participate effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly and persuasively.		
SL1a	Come to discussions prepared and use evidence from the text(s) to stimulate a thoughtful, well-reasoned exchange of ideas.		
SL1b	Practice active, careful, and reflective listening and recall information accurately and concisely.		
SL1c	Work with peers to set rules for collegial discussions and decision-making, develop clear goals and deadlines, and assign individual roles as needed.		
SL1d	Pose questions and develop responses that relate the current discussion to broader themes; actively incorporate others into the discussion; clarify, verify, or challenge ideas and conclusions.		
SL1e	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and make new connections in light of the evidence.		
SL2	Integrate multiple sources of information presented in diverse media or formats and evaluate the credibility and accuracy of each source.		
SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or distorted evidence.		
SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning. The organization, development, content, and style should be appropriate to the audience and task.		
SL4a	Recognize the importance of body language and emotional cues in communication.		
SL4b	Possess the requisite vocabulary to communicate ideas concisely.		
SL4c	Speak in a tone of voice appropriate to the occasion and audience.		

SL5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		
SL6	Adapt speech to a variety of contexts and tasks.		
DOMAIN: Language Standards			
	Strand: Key Ideas and Details (KID)	Rating	Completed
L1	Demonstrate command of the conventions of standard English grammar, usage, mechanics, and spelling (GUMS) in writing.		
L2	Use various types of phrases (ex: adjectival, adverbial, participial, prepositional) and clauses to convey specific meanings and add variety to writing or presentations.		
L3	Understand and apply knowledge of language to make effective word choices in reading, writing, or listening.		
L4	Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>) appropriate for the discipline and writing type.		
L5	Determine the meaning of unknown and multiple-meaning words and phrases.		
L5a	Use context to determine the meaning of a word or phrase.		
L5b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical</i>).		
L5c	Consult general and specialized reference materials to find the pronunciation of a word or determine its precise meaning, part of speech, or etymology.		
L5d	Understand the function of roots, suffixes, and prefixes.		
L6	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
L6a	Interpret figures of speech in context and analyze their role in the text.		
L6b	Analyze nuances in the meaning of words with similar denotations.		
L7	Acquire and use academic and domain-specific words and phrases; demonstrate independence in gathering vocabulary knowledge.		