Reading Detailed Performance Level Descriptors

Grades 9 and 10

		Performance Level Descriptors: Reading Language Arts Grade 9 and Grade 10			
PLD Type	**Standard**	**Level 1** **Below Proficient**	**Level 2** **Approaching Proficient**	**Level 3** **Proficient**	**Level 4** **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 engage in higher-order thinking skills with **minimal independence and some support.**	The level 3 students are able to access grade-level content and **independently** engage 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** engage in **higher-order** thinking skills. This level of performance likely indicates students are on track to be well-prepared for college and career.

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PLD Type	**Standard**	**Level 1** **Below Proficient**	**Level 2** **Approaching Proficient**	**Level 3** **Proficient**	**Level 4** **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.R.4** Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)	reads grade-level text with accuracy.	reads grade-level text with accuracy to support comprehension.	reads grade-level text with accuracy and fluency to support comprehension.	reads grade-level text with accuracy and fluency to support comprehension and analysis of the text.
Range	**9-10.R.5**	cites textual evidence to support analysis of	cites textual evidence to support analysis of what the text says explicitly as	cites relevant textual evidence to support analysis of what the text says	cites strong, thorough textual evidence to support an analysis of

	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)	what the text says explicitly.	well as simple inferences that can be drawn from the text.	explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity.	what the text says explicitly as well as what nuanced inferences can be drawn from the text, including describing where the text implies ambiguity.
Range	**9-10.R.6** When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas' relationship to supporting ideas, and	determines a theme; provides a basic summary of the text. (RL) determines a main idea and provides a basic summary of the text. (RI)	determines a theme and describes its development over the course of the text; provides an objective summary of the text. (RL) determines two or more main ideas, describes the main ideas' relationship to supporting ideas, and provides an objective summary of the text. (RI)	determines a theme and analyzes its development in detail, including how it emerges and is shaped and refined by specific details; provides an objective summary that includes textual evidence. (RL) determines two or more main ideas, analyzes the main ideas' relationship to supporting ideas, and provides an objective summary that includes textual evidence. (RI)	determines a theme and evaluates its development in detail, including how it emerges and is shaped and refined by specific details; provides a concise, objective summary that includes textual evidence. (RL) determines two or more main ideas, analyzes and evaluates the main ideas' relationship to supporting ideas, and provides a concise, objective summary that includes textual evidence. (RI)

	provide an objective summary that includes textual evidence. (RI)				
Range	**9-10.R.7** Analyze how plot elements and dialogue interact, shape the characters, and propel the action. (RL) Analyze how a text makes connections among and distinctions between individuals, ideas, or events through comparisons, analogies, or categories. (RI)	identifies how plot elements affect the characters or the action. (RL) identifies how a text makes connections among individuals, ideas, or events. (RI)	describes how plot elements and dialogue shape the characters and propel the action. (RL) describes how a text makes connections among individuals, ideas, or events through comparisons, analogies, or categories. (RI)	analyzes how plot elements and dialogue interact, shape the characters, and propel the action. (RL) analyzes how a text makes connections among and distinctions between individuals, ideas, or events through comparisons, analogies, or categories. (RI)	analyzes and evaluates the effectiveness of how plot elements and dialogue interact, shape the characters, and propel the action. (RL) evaluates the effectiveness of how a text makes connections among and distinctions between individuals, ideas, or events through comparisons, analogies, or categories. (RI)
Range	**9-10.R.8** Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs	determines the literal meaning of words and phrases; identifies figurative language; identifies language that would be used in different genres and text types.	determines the meaning of words and phrases; describes figurative language and connotative meanings; describes how language differs across genres and text types.	determines the meaning of words and phrases and their impact on meaning, tone, and mood; analyzes figurative language and connotative meanings; examines domain-specific vocabulary and how language differs across genres and text types.	determines the meaning of complex words and phrases and their impact on meaning, tone, and mood; analyzes and evaluates the cumulative impact of figurative language and connotative meanings; analyzes domain-specific vocabulary and why language

	across genres and text types. (RL & RI)				differs across genres and text types.
Range	**9-10.R.9** Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies. (RL & RI) a. Identify and correctly use patterns of word parts that indicate different meanings or parts of speech. b. Determine and consult appropriate reference materials to find the pronunciation of a word, its precise meaning, its part of speech, or its etymology including Greek or Latin affixes and roots.	determines the meaning of unknown grade-level words by using immediate context clues.	determines the meaning of unknown and multiple-meaning words and phrases by using context clues within the text. a. recognizes simple patterns in word parts that indicate meaning or parts of speech. b. consults reference materials to find information about the meaning of a word.	determines or clarifies the meaning of unknown and multiple-meaning words and phrases by using a range of strategies. a. identifies and correctly uses patterns of word parts that indicate different meanings or parts of speech. b. determines and consults appropriate reference materials to find the pronunciation of a word, its precise meaning, its part of speech, or its etymology including Greek or Latin affixes and roots.	determines and clarifies the meaning of unknown and multiple-meaning words and phrases, including above grade-level words, by using a range of strategies. a. correctly uses and analyzes complex patterns of word parts that indicate different meanings or parts of speech. b. determines and consults appropriate reference materials to find the pronunciation of a word, its precise meaning, its part of speech, or its etymology including Greek or Latin affixes and roots.
Range	**9-10.R.10** Analyze and evaluate the effectiveness of	identifies the structures an author uses to organize an exposition,	describes the structures an author uses in an exposition, argument, or	analyzes and evaluates the effectiveness of the structures an author uses in	analyzes and evaluates the effectiveness of structures across

	the structures an author uses in an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)	argument, or narrative; determines whether the structure is appropriate.	narrative, determining whether the structure is appropriate and how the structure connects points or events in the text.	an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging.	multiple texts, analyzing connections or differences among the structures and evaluating whether the structures make points or events clear, effective, convincing, or engaging.
Range	**9-10.R.11** Analyze how an author's geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a text. (RL & RI)	identifies an author's perspective, point of view, or purpose in a text.	describes an author's particular perspective, point of view, purpose, or the implicit or explicit messages reflected in the text.	analyzes how an author's geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a text.	analyzes and evaluates how authors with competing perspectives incorporate their geographic location, identity or background, culture, and time period to affect the perspective, point of view, purpose, and implicit/explicit messages of a text.
Range	**9-10.R.12** Compare a text to another text in a different medium analyzing the portrayal of the subject, evaluate the advantages and disadvantages of using the different mediums, and explain how and why the content stays faithful to or departs from the	describes two or more texts using different mediums about the same topic and identifies the effect of the differences on the audience.	compares a text to another text in a different medium about the same topic and evaluates the effect of the differences on the audience.	compares a text to another text in a different medium analyzing the portrayal of the subject; evaluates the advantages and disadvantages of using different mediums; and explains how and why the content stays faithful to or departs from the text or script.	compares and evaluates a text to another text in a different medium analyzing the portrayal of the subject; evaluates the effectiveness of using the different mediums; and analyzes how and why the content stays faithful to or departs from the text or script.

	text or script. (RL & RI)				
Range	**9-10.R.13** Not applicable to RL. Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)	identifies an argument and specific claims in a text; identifies or recognizes supporting evidence.	compares an argument and specific claims in a text; describes the validity of key statements by examining whether the supporting evidence is relevant and sufficient.	delineates and evaluates an argument and specific claims in a text; assesses the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. recognizes when irrelevant evidence is introduced.	analyzes and evaluates an argument and specific claims in a text; evaluates the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. analyzes why and how irrelevant evidence is introduced.
Range	**9-10.R.14** Analyze two or more works of fiction with similar themes or topics, drawing on patterns of events, character types, and stylistic choices. (RL) Analyze how two or more texts about the same topic shape their presentations by emphasizing different evidence or advancing different interpretations of	identifies similar themes or topics in two or more works of fiction. (RL) describes how two or more texts about the same topic are shaped by the inclusion of different information. (RI)	describes similar themes or topics in two or more works of fiction, identifying patterns of events, character types, and stylistic choices. (RL) compares how two or more texts about the same topic shape their presentations by emphasizing different evidence or advancing different interpretations of facts. (RI)	analyzes two or more works of fiction with similar themes or topics, drawing on patterns of events, character types, and stylistic choices. (RL) analyzes how two or more texts about the same topic shape their presentations by emphasizing different evidence or advancing different interpretations of facts; identify where the texts disagree on matters of fact or interpretation. (RI)	analyzes two or more complex works of literature with similar themes or topics; analyzes patterns of events, character types, and stylistic choices. (RL) analyzes and evaluates how two or more complex texts about similar topics shape their presentations by emphasizing different evidence or advancing

	facts; identify where the texts disagree on matters of fact or interpretation. (RI)				different interpretations of facts; analyzes where the texts disagree on matters of fact or interpretation. (RI)