First Semester Performance Level Descriptors
10th Grade ELA

Standard	Highly Proficient	Proficient	Partially Proficient	Minimally Proficient
RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cites strong and thorough textual evidence to support a deep analysis of what the text says explicitly as well as complex inferences drawn from the text.	Cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cites textual evidence to support analysis of what the text says explicitly.
RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cites strong and thorough textual evidence to support a deep analysis of what the text says explicitly as well as complex inferences drawn from the text.	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 textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text.	Cites textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text.

RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Determines and evaluates a theme or central idea of a text and analyzes in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provides a comprehensive, objective summary of the text.	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 a theme or central idea of a text and describes in detail its development over the course of a text; provides a basic summary of the text.	Identifies a theme or central idea of a text and describes its development over the course of a text; provides a restatement of the text.
RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text	Determines and evaluates a central idea of a text and analyzes in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provides a comprehensive, objective summary of the text.	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 a central idea of a text and describes its development over the course of a text; provides a summary of the text with specific details.	Identifies a central idea of a text and describes its development; provides a restatement of the text using key details.

RL.3 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.	Analyzes 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.	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.	Describes how characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme.	Identifies how characters develop, interact with other characters, and advance the plot or develop the theme.
RI.3 Analyze how the author constructs 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 effect of how the author constructs an analysis or a series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Analyzes how the author constructs an analysis or a 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.	Describes how the author constructs an analysis or a 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.	Identifies how the author constructs an analysis or a series of ideas or events, including the order in which the points are made and how they are introduced and developed.

RL.4 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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). 9 Teach: Anaphora (1), Paradox (1) 9 Review: Alliteration (4), Assonance (2), Consonance (3), Understatement (2), Analogy (2), Allusion (2), Symbolism (4), Oxymoron (3), Hyperbole (3), Verbal Irony (3), Situational Irony (2), Dramatic Irony (2), Metaphor (5), Idiom (3) 10 Teach: Synecdoche (1), Extended Metaphor (1) 10 Review: Anaphora (2), Paradox (2), Assonance (3), Consonance (4), Understatement (3), Analogy (3), Allusion (3), Symbolism (4), Hyperbole (4), Verbal Irony (4), Situational Irony (3), Dramatic Irony (3)	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).	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).	With textual support (e.g., context clues, embedded definition, etc.), determines the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyzes the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	With textual support (e.g., context clues, embedded definition, etc.), determines the literal meaning of words and phrases as they are used in the text; describes the impact of specific word choices on meaning.

W.2 Write 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. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	Writes highly effective informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content: a. clearly introduces a topic; strategically organizes complex ideas, concepts, and information to make important connections and distinctions; includes important formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to aiding comprehension. b. thoroughly develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. consistently and effectively uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. uses precise language, domain-specific vocabulary, and figures of speech to manage the	Writes informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content: a. introduces a topic; organizes complex ideas, concepts, and information to make important connections and distinctions; includes formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to aiding comprehension. b. develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. uses precise language and domain-specific vocabulary to manage the complexity of the topic. e. establishes and maintains a formal style and an appropriate	Writes informative/explanatory texts to examine and convey ideas, concepts, and information accurately through the selection, organization, and analysis of content: a. states a topic; organizes ideas, concepts, and information to make connections and distinctions; includes formatting (e.g., headings) and graphics (e.g., figures, tables) to aid comprehension. b. develops the topic with relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience. c. uses appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. uses topic-appropriate language and domain-specific vocabulary to manage the complexity of the topic. e. establishes a formal style and an appropriate tone while demonstrating awareness of the norms and conventions of the discipline in which he or she is writing. f. provides a concluding statement or	Writes informative/explanatory texts to examine and convey ideas, concepts, and information through the selection, organization, and analysis of content: a. states a topic; attempts an organization of ideas, concepts, and information to make connections and distinctions. b. develops the topic with information and examples appropriate to the audience's knowledge of the topic. c. uses appropriate transitions to link the major sections of the texts. d. uses topic-appropriate language and vocabulary to describe the topic. e. attempts a formal style and an appropriate tone while demonstrating awareness of the norms and conventions of Standard English. f. provides a concluding statement or section.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	complexity of the topic. e. establishes and maintains a rhetorically effective formal style and an appropriate tone while attending to 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 information or explanation presented (e.g., articulating implications or the significance of the topic).	tone while attending to the norms and conventions of the discipline in which he or she is writing. f. provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	section that supports the information or explanation presented.	