Maine Learning Results: English Language Arts and Literacy Standards 9-12 (2020)
10th Grade English Language Arts

* denotes an essential standard/indicator

L.1.9-D Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
   Developing/Proficient L.1.9-Da. Use parallel structure.
   Introductory/Developing L.1.9-Db. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
   Developing L.1.9-Dc. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contestable.
   Developing L.1.9-Dd. Resolve issues of complex or contested usage, consulting references as needed.

L.2.9-D Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   Introductory/Developing L.2.9-Da. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
   Introductory/Developing L.2.9-Db. Use a colon to introduce a list or quotation.
   Fluent L.2.9-Dd. Spell correctly.

*L.3.9-D Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style in writing and speaking, and to comprehend more fully when reading or listening.
   Developing L.3.9-Da. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing task.
   Introductory/Developing L.3.9-Db. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

L.4.9-D Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
   Proficient L.4.9-Da. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
   Proficient L.4.9-Db. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
   Proficient L.4.9-Dc. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its usage.
   Proficient L.4.9-Dd. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.5.9-D Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
   Developing L.5.9-Da. Interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) in context and analyze their role in the text.
   Developing L.5.9-Db. Analyze nuances in the meaning of words with similar denotations.

Developing/Proficient L.6.9-D Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

SL.1.9-D Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
   Developing/Proficient SL.1.9-Da. Participate effectively in a range of collaborative discussions (one-on-one, in groups, student-led, and teacher-led) on grades 9-Diploma topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
   Developing/Proficient SL.1.9-Db. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

Developing/Proficient SL.1.9-Dc. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Developing/Proficient SL.1.9-Dd. Propel conversations by posing and responding to questions that probe reasoning and evidence.

Developing SL.1.9-De. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

*SL.2.9-D Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.

Developing/Proficient SL.2.9-Da. Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Introductory/Developing SL.2.9-Db. Evaluate the speaker's technique, including use of evidence, reasoning, stylistic and rhetorical elements, or other features appropriate to the task.

SL.3.9-D Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate.

Developing SL.3.9-Da. Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning.

Introductory SL.3.9-Db. Address alternative or opposing perspectives; the organization development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Proficient SL.3.9-Dc. Use appropriate eye contact, adequate volume, and clear pronunciation.

Developing SL.3.9-Dd. Make strategic use of multimedia (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence.

Developing SL.4.9-D Adapt speech to a variety of contexts, audiences and communicative tasks demonstrating a command of language in the appropriate register. (See grades 9-12 Diploma Language standards 1 and 3 for specific expectations.)

Fluent R.1.9-D Demonstrate understanding of the organization and basic features of print.

Fluent R.2.9-D Demonstrate understanding of words, syllables, and sounds (phonemes).

Fluent R.3.9-D Know and apply grade-level phonics and word analysis skills in decoding words.

*Developing R.4.9-D Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the texts. Cite strong and thorough textual evidence to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity.

R.5.9-D Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text.

Fluent R.5.9-Da. Provide accurate summaries of various texts that make clear the relationships among the key details and ideas.

Developing R.5.9-Db. Determine the theme(s) or central idea(s) of various texts and analyze the development of the theme(s) or central idea(s) over the course of the texts, including how elements interact and build on one another, to provide a complex account or analysis.

Developing R.6.9-D Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze the impact of an author's choices and determine how specific individuals/characters, elements, and/or techniques, events, or ideas interact and develop over the course of the text (or a series of texts).

*Developing R.7.9-D Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of figurative, connotative, and technical word meanings and phrases as they are used in various contexts and texts; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and/or language that is particularly evocative.

R.8.9-D Analyze the structure of various texts, including how the features and components relate to each other and the whole.

Proficient R.8.9-Da. Analyze the organization and structure of specific features and components in various texts.

Developing R.8.9-Db. Evaluate the effectiveness of text structures in conveying the overall meaning and/or purpose of the text as a whole.

Developing R.9.9-D Assess how perspective or purpose shapes the content and style of various texts. Analyze and evaluate how authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective and purpose to shape the intended content, style, and effect of various texts.

*R.10.9-D Evaluate the argument and specific claims in various texts.

Developing/**Proficient** R.10.9-Da. Evaluate the effectiveness of how authors use literary and/or rhetorical strategies to develop arguments in various texts.

Developing/**Proficient** R.10.9-Db. Evaluate the premises, claims, and/or conclusions in various texts, verifying the information when possible and corroborating or challenging conclusions with other sources of information.

R.11.9-D Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, and technological).

Developing R.11.9-Da. Evaluate and synthesize multiple sources of information and various texts (e.g. literary, visual, artistic, and quantitative) in order to achieve a specific purpose or to answer a question.

Developing R.11.9-Db. Analyze how various authors or texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Developing R.11.9-Dc. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of an idea or event, noting discrepancies among perspectives.

R.12.9-D Read with sufficient accuracy and fluency to support comprehension.

Proficient R.12.9-Da. Read with sufficient accuracy and fluency to support comprehension.

Proficient/**Fluent** R.12.9-Db. Read various on-level texts with purpose and understanding.

Proficient R.12.9-Dc.Use context to confirm or self-correct word recognition.

*W.1.9-D Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation.

Developing W.1.9-Da. Investigate self generated questions by participating in sustained inquiry that builds increasingly complex knowledge or that solves a problem, refocusing inquiry and/or incorporating effective advanced searches as needed.

Developing/**Proficient** W.1.9-Db. Assess the credibility, accuracy, and usefulness of a variety of authoritative sources in order to synthesize relevant information that leads to logical, increasingly complex conclusions.

Developing/**Proficient** W.1.9-Dc. Take organized notes that purposefully quote, summarize, and/or paraphrase a variety of sources while avoiding plagiarism and overreliance on any one source.

Developing/**Proficient** W.1.9-Dd. Follow a standard format for citation (in-text and a list of sources) that applies to task, audience, and purpose.

W.2.9-D Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

Developing/**Proficient** W.2.9-Da. Develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Developing/**Proficient** W.2.9-Db. Use technology and ongoing feedback, including new arguments and information, to produce increasingly dynamic writing products.

Fluent W.2.9-Dc. Demonstrate and maintain command of keyboarding skills to produce sustained writing of increasing length.

*W.3.9-D Routinely produces a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose while avoiding plagiarism.

Developing W.3.9-Da. Compose clear and increasingly varied and complex pieces with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose.

Developing W.3.9-Db. Develop and support the topic with a variety of relevant techniques and by purposefully embedding the most significant details.

Developing W.3.9-Dc. Use appropriate and varied transitions, along with purposeful syntax, to create cohesion that clarifies relationships among increasingly complex ideas.

Developing W.3.9-Dd. Effectively use increasingly sophisticated, precise language to establish a highly developed voice and tone.

Developing W.3.9-De. Provide closure that enhances, supports, and reflects the purpose of the piece.