

**I AM Performance Level Descriptors (PLDs)  
Grade 10 English/Language Arts (ELA)**

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>Key Ideas and Textual Support/Vocabulary</b>				
<b>9-10.RL.2.1.a.1</b>	Cite strong and thorough textual evidence to support analysis of what a text says explicitly.	Using supports, identify evidence to support what a low-complexity text says explicitly.	Identify textual evidence to support what a low-complexity text says explicitly.	Identify strong and thorough textual evidence to support analysis of what a low- to moderate-complexity text says explicitly.
<b>9-10.RL.2.1.a.2</b>	Cite strong and thorough textual evidence to support analysis of inferences and interpretations drawn from the text.	Using supports, recall evidence to support analysis of inferences and interpretations drawn from a low-complexity text.	Identify textual evidence to support analysis of inferences and interpretations drawn from a low-complexity text.	Identify strong and thorough textual evidence to support analysis of inferences and interpretations drawn from a low- to moderate-complexity text.
<b>9-10.RL.2.2.a.1</b>	Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.	Using supports, choose the theme or central ideas over the course of a work of a low-complexity piece of literature.	State two or more themes or central ideas over the course of a work of a low-complexity piece of literature.	Describe in detail the development of two or more themes or central ideas over the course of allow- to moderate-complexity piece of literature, including how they emerge and are shaped and refined by specific details.
<b>9-10.RL.2.2.a.2</b>	Analyze how themes and central ideas emerge and are shaped and refined by specific details.	Using supports, choose the detail that shapes or refines the stated theme and/or central idea of a low-complexity text.	Identify details that shape or refine the stated theme and/or central idea of a low-complexity text.	Describe how themes and central ideas emerge in a low- to moderate-complexity text and are shaped and refined by specific details.
<b>9-10.RL.2.3.a.1</b>	Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a text and interact with other characters.	Using supports, identify a dynamic character(s) in a low-complexity text.	Describe a dynamic character(s) (e.g., those with multiple or conflicting motivations) in a low-complexity text.	Describe how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a low- to moderate-complexity text and interact with other characters.

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Grade 10 English/Language Arts (ELA)**

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<b>9-10.RL.2.3.a.2</b>	Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) advance the plot or develop the theme.	Using supports, identify dynamic characters involved in the plot of a low-complexity text.	Identify dynamic characters involved in the plot of a low-complexity text.	Describe how dynamic characters (e.g., those with multiple or conflicting motivations) advance the plot or develop the theme in a low- to moderate-complexity text.
<b>9-10.RN.2.1.a.1</b>	Cite strong and thorough textual evidence to support analysis of what a text says explicitly.	Using supports, identify evidence to support what a low-complexity text says explicitly.	Identify textual evidence to support what a low-complexity text says explicitly.	Identify strong and thorough textual evidence to support analysis of what a low to moderate complexity text says explicitly.
<b>9-10.RN.2.1.a.2</b>	Cite strong and thorough textual evidence to support analysis of inferences and interpretations drawn from the text.	Using supports, recall evidence to support analysis of inferences and interpretations drawn from a low-complexity text.	Identify textual evidence to support analysis of inferences and interpretations drawn from a low-complexity text.	Identify strong and thorough textual evidence to support analysis of inferences and interpretations drawn from a low- to moderate-complexity text.
<b>9-10.LH.2.1.a.1</b>	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	Using supports, identify a primary and/or secondary source.	Identify textual evidence to support analysis of primary and/or secondary low-complexity sources.	Identify specific textual evidence to support analysis of primary and secondary low- to moderate-complexity sources, attending to such features as the date and origin of the information.
<b>9-10.LST.2.1.a</b>	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	Using supports, identify a science and/or technical text.	Identify textual evidence to support analysis of science and technical low-complexity texts.	Identify specific textual evidence to support analysis of science and technical moderate to low complexity texts, attending to the precise details of explanations or descriptions.
<b>9-10.RN.2.2.a.1</b>	Analyze in detail the development of two or more central ideas over the course of a text.	Using supports, choose the central idea(s) over the course of a low-complexity text.	State two or more central ideas over the course of a low-complexity text.	Describe in detail the development of two or more central ideas over the course of a low- to moderate-complexity text.

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Grade 10 English/Language Arts (ELA)**

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<b>9-10.RN.2.2.a.2</b>	Analyze how central ideas interact and build on one another to provide a complex analysis.	With support, identify central ideas.	State how central ideas interact and build on one another.	Describe how central ideas interact and build on one another.
<b>9-10.LH.2.2.a.1</b>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	With support, identify key events.	Provide a summary, including the central ideas or information and/or key events or ideas, of a low-complexity primary or secondary source.	Provide an accurate summary, including the central ideas or information and key events or ideas, of a low- to moderate-complexity text primary or secondary source.
<b>9-10.LST.2.2.a</b>	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate, objective summary of the text.	With supports, identify a summary of the low-complexity text.	Provide a summary, including the central ideas or conclusions and/or supporting explanation, of a low-complexity text.	Provide an accurate summary, including the central ideas or conclusions and supporting explanation, of a low- to moderate-complexity text.
<b>9-10.RN.2.3.a.1</b>	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, and how they are introduced and developed.	Using supports, identify a series of ideas or events.	Describe how the author unfolds a series of ideas or events and/or how they are introduced and developed.	Describe how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, and how they are introduced and developed.
<b>9-10.RN.2.3.a.2</b>	Analyze connections that are drawn between a series of ideas or events.	Using supports, order a series of events.	Describe connections that are drawn between a series of ideas or events with supports.	Describe connections that are drawn between a series of ideas or events.
<b>9-10.RV.2.1.a.1</b>	Use context to determine or clarify the meaning of words and phrases.	Using stated context clues with supports to determine or clarify the meaning of words and phrases in a low-complexity text.	Use context to determine or clarify the meaning of words and phrases in a low-complexity text.	Use context to determine or clarify the meaning of words and phrases in a low- to moderate-complexity text.
<b>9-10.RV.2.3.a.1</b>	Identify words with similar denotations.	Using supports, identify the denotation of a word.	Using supports, identify words with similar denotations.	Identify words with similar denotations.

**I AM Performance Level Descriptors (PLDs)  
Grade 10 English/Language Arts (ELA)**

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<b>9-10.RV.2.3.a.2</b>	Analyze nuances in the meaning of words with similar denotations.	Using supports, identify differences in the meaning of words with similar denotations.	Identify differences in the meaning of words with similar denotations.	Describe nuances in the meaning of words with similar denotations.
<b>9-10.RV.2.4.a.1</b>	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	Using supports, identify pattern or word changes that indicate different meanings or parts of speech.	Identify patterns of word changes that indicate different meanings or parts of speech.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
<b>9-10.RV.3.1.a.1</b>	Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings.	Using supports, identify the meaning of words and/or phrases as they are used in works of low-complexity literature.	State the meaning of words and/or phrases as they are used in works of low-complexity literature.	Describe the meaning of words and phrases as they are used in works of low- to moderate-complexity literature, including figurative and connotative meanings.
<b>9-10.RV.3.1.a.2</b>	Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings as used in a literary text.	Using supports, identify the impact of word choices on meaning and/or tone in a low-complexity literary text.	State the impact of word choices on meaning and/or tone in a low-complexity literary text.	Describe the impact of specific word choices on meaning and tone, including words with multiple meanings as used in a low- to moderate-complexity literary text.
<b>9-10.RV.3.2.a.1</b>	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.	Using supports, identify the meaning of word(s) and/or phrase(s) as they are used in a low-complexity nonfiction text.	State the meaning of words and/or phrases as they are used in a low-complexity nonfiction text.	Determine the meaning of words and phrases as they are used in a low- to moderate-complexity nonfiction text, including figurative, connotative, and technical meanings.
<b>9-10.RV.3.2.a.2</b>	Evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper) in a nonfiction text.	Using supports, recognize the effectiveness of word choices on stated meaning and/or stated tone in a low-complexity nonfiction text.	State the effectiveness of word choices on meaning and/or tone in a low-complexity nonfiction text.	Explain the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper) in a low- to moderate-complexity nonfiction text.

**I AM Performance Level Descriptors (PLDs)  
Grade 10 English/Language Arts (ELA)**

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<b>9-10.LST.3.1.a</b>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.	Using supports, identify the meaning of symbols, key terms, and/or other domain-specific words/phrases as they are used in a specific scientific or technical context relevant to grades 9-10 low-complexity texts and topics.	State the meaning of symbols, key terms, and/or other domain-specific words/phrases as they are used in a specific scientific or technical context relevant to grades 9-10 low-complexity texts and topics.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 low- to moderate-complexity texts and topics.
<b>9-10.RV.3.3.a.1</b>	Interpret figures of speech (e.g., euphemism, oxymoron) in context.	Using supports, identify figures of speech in context.	Identify figures of speech (e.g., euphemism, oxymoron) in context.	Explain figures of speech (e.g., euphemism, oxymoron) in context.
<b>9-10.RV.3.3.a.2</b>	Analyze the role of figures of speech in the text.	Using supports, identify a simple figure of speech in a low-complexity text.	State the role of figures of speech in a low-complexity text.	Describe the role of figures of speech in a low- to moderate-complexity text.
<b>Structural Elements/Connection of Ideas/Media Literacy</b>				
<b>9-10.ML.2.1.a.1</b>	Analyze how media include or exclude information from visual messages to achieve a desired result.	Given an explicit visual message, choose the details that support the desired message.	Indicate from provided information the supports for the media's desired result in visual messages utilizing graphic organizers.	Describe how media include or exclude information from visual messages to achieve a desired result.
<b>9-10.ML.2.1.a.2</b>	Analyze how media include or exclude information from verbal	Given an explicit verbal message, choose the details that support	Indicate from provided information the supports for the	Describe how media include or exclude information from verbal

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	messages to achieve a desired result.	the desired message with visual supports.	media's desired result in verbal messages utilizing graphic organizers.	messages to achieve a desired result.
<b>9-10.ML.2.2.a.1</b>	Interpret the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues.	Identify changes in the media over time using a provided visual timeline of how the media has changed.	Explain why the media has changed over time using a provided timeline that shows how it has changed.	Explain the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues.
<b>9-10.ML.2.2.a.2</b>	Analyze the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues.	Utilize a visual timeline to indicate how the media has changed over time.	Explain how people's opinions have changed over time due to the media changing over time.	Explain the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues.
<b>9-10.RL.3.1.a.1</b>	Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	Using supports, identify how the author's choice for structure creates effects such as mystery, tension, or surprise in a low-complexity text.	List the author's structural choices within a low-complexity work of literature that create effects such as mystery, tension, or surprise.	Examine how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise in low- to moderate-complexity text.
<b>9-10.RL.3.2.a.1</b>	Analyze how the author creates such effects as suspense or humor through differences in the points of view of the characters and the reader (e.g., created through the use of dramatic irony).	Using supports, state how the author creates suspense or humor through point of view in a low-complexity text.	State how the author creates suspense or humor through point of view in a low-complexity text.	Describe how the author creates such effects as suspense or humor through differences in the points of view of the characters and the reader (e.g., created through the use of dramatic irony) in low- to moderate-complexity text.

**I AM Performance Level Descriptors (PLDs)  
Grade 10 English/Language Arts (ELA)**

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<b>9-10.RN.3.2.a.1</b>	Analyze in detail how an author's ideas are developed and refined by particular sentences, paragraphs, or larger portions of a text.	Using supports, identify elements of structures that support the author's idea in a low-complexity text.	State how the differing structures of a text contribute to refining the author's ideas in low-complexity text.	Describe in detail how an author's ideas are developed and refined by particular sentences, paragraphs, or larger portions of a text in low- to moderate-complexity text.
<b>9-10.RN.3.2.a.2</b>	Analyze in detail how an author's claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	Using supports, identify elements of structures that support the author's claims in a low-complexity text.	State how the differing structures of a text contribute to refining the author's claims in low-complexity text.	Describe in detail how an author's claims are developed and refined by particular sentences, paragraphs, or larger portions of a text in low- to moderate-complexity text.
<b>9-10.LH.3.2.a.1</b>	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	With supports, identify key points in low-complexity text.	Identify key points used to advance an explanation within the text structure of low-complexity text.	Explain how a text uses structure to emphasize key points or advance an explanation or analysis in low- to moderate-complexity text.

**I AM Performance Level Descriptors (PLDs)  
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<b>9-10.LST.3.2.a</b>	Describe the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	Using supports, identify the structure of a low-complexity text.	Describe the structure of the relationships among concepts in a low-complexity text.	Describe the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy) in low- to moderate-complexity text.
<b>9-10.RN.3.3.a.1</b>	Determine an author's perspective or purpose in a text.	Using supports, identify an author's perspective or purpose in a low-complexity text.	Determine an author's perspective or purpose in a low-complexity text.	Determine an author's perspective or purpose in a low- to moderate-complexity text.
<b>9-10.RN.3.3.a.2</b>	Analyze how an author uses rhetoric to advance that perspective or purpose.	Using supports, identify rhetoric.	Using support, explain how an author uses rhetoric to advance that perspective or purpose.	Explain how an author uses rhetoric to advance that perspective or purpose.
<b>9-10.LH.3.3.a.1</b>	Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	Using supports, identify the author's perspective.	Using supports, compare the perspectives of two or more authors for how they treat the same or similar topics.	Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<b>9-10.LST.3.3.a</b>	Describe the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	Using supports, identify the author's purpose in a low-complexity text.	When given explicit text, state the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a low-complexity text.	Describe the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a low- to moderate-complexity text, defining the question the author seeks to address.
<b>9-10.RN.4.1.a.1</b>	Delineate and evaluate the argument and specific claims in a text.	Using supports, identify the argument and/or claims in a low-complexity text.	Explain the argument and/or specific claims in a low-complexity text.	Delineate and evaluate the argument and specific claims in a low- to moderate-complexity text.

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Grade 10 English/Language Arts (ELA)**

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<b>9-10.RN.4.1.a.2</b>	Assess whether the reasoning is valid and the evidence is relevant and sufficient.	Using supports, identify evidence that is relevant in low-complexity text.	Using supports, describe whether the evidence is relevant in low-complexity text.	Describe whether the reasoning is valid and the evidence is relevant and sufficient in low- to moderate-complexity text.
<b>9-10.RN.4.1.a.3</b>	Identify false statements and fallacious reasoning.	Using supports, identify false statements in low-complexity text.	Identify false statements in low-complexity text.	Identify false statements and fallacious reasoning in low- to moderate-complexity text.
<b>9-10.LH.4.2.a.1</b>	Assess the extent to which the reasoning and evidence in a text support the author's claims.	Using supports, identify the author's claim.	State the evidence in a low-complexity text to support the author's claims.	Examine the extent to which the reasoning and evidence in a low- to moderate-complexity text support the author's claims.
<b>9-10.LST.4.2.a</b>	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	Using supports, identify the author's claim or recommendation for solving a scientific or technical problem in a low-complexity text.	State the evidence in a low-complexity text to support the author's claim or a recommendation for solving a scientific or technical problem.	Examine the extent to which the reasoning and evidence in a low- to moderate-complexity text support the author's claim or a recommendation for solving a scientific or technical problem.
<b>Writing</b>				
<b>9-10.W.3.1.a.1</b>	Introduce precise claims and distinguish them from counterclaims in argumentative writing.	With supports, identify claims in argumentative writing.	Distinguish between precise claims and counter claims in argumentative writing.	Demonstrate precise claims and distinguish them from counterclaims in argumentative writing.
<b>9-10.W.3.1.a.2</b>	Develop claims and counterclaims giving evidence for each, including strengths and limitations in argumentative writing.	With supports, identify claims in argumentative writing.	Support stated claims and stated counterclaims, giving evidence including strengths and/or limitations in argumentative writing.	Develop claims and counterclaims, giving evidence for each, including strengths and limitations in argumentative writing.
<b>9-10.W.3.1.a.3</b>	Use effective transitions to link the major sections of the text between claims and counterclaims.	With supports, identify transitions words used to link sentences within the text to distinguish between claim and counterclaim.	Use transitions words to link sentences within the text to distinguish between claim and counterclaim.	Use effective transitions to link the major sections of the text between claims and counterclaims.

**I AM Performance Level Descriptors (PLDs)  
Grade 10 English/Language Arts (ELA)**

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<b>9-10.W.3.1.a.4</b>	Establish and maintain a consistent style and tone appropriate to purpose and audience.	With supports, choose the style and/or tone for a given audience.	Given a specific purpose, create a style and/or tone appropriate to the purpose/audience.	Create and maintain a consistent style and tone appropriate to purpose and audience.
<b>9-10.W.3.1.a.5</b>	Provide a concluding statement or paragraph that follows from and supports the argument presented.	With supports, choose the concluding statement that supports the argument presented.	Develop a concluding statement.	Develop a concluding statement or paragraph that follows from and supports the argument presented.
<b>9-10.W.3.1.a.6</b>	Write arguments in a variety of formats.	With supports, identify an argument.	With support, write an argument.	Write arguments in a variety of formats.
<b>9-10.LH.5.1.a.1</b>	Write arguments focused on discipline-specific content.	With supports, identify an argument on discipline-specific content.	Identify an argument on discipline-specific content.	Write arguments focused on discipline-specific content.
<b>9-10.LST.5.1.a</b>	Write arguments focused on discipline-specific content.	With supports, identify an argument on discipline-specific content.	Identify an argument on discipline-specific content.	Write arguments focused on discipline-specific content.
<b>9-10.W.3.2.a.1</b>	Introduce a topic in informative compositions.	Using supports, identify the topic of informative compositions.	With supports, introduce a topic in informative compositions.	Introduce a topic in informative compositions.
<b>9-10.W.3.2.a.2</b>	Organize complex ideas, concepts and information to make important connections and distinctions in informative compositions (e.g., including formatting, graphics, and multimedia to aid comprehension in informative compositions).	With supports, organize simple ideas and information to make connections and distinctions in informative compositions.	With supports, organize complex ideas and information to make connections and distinctions in informative compositions.	Organize complex ideas, concepts and information to make important connections and distinctions in informative compositions.

**I AM Performance Level Descriptors (PLDs)  
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<b>9-10.W.3.2.a.3</b>	Develop the topic with relevant facts, definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic in informative compositions.	With supports, identify facts, definitions, details, and/or quotations that are relevant to a stated topic.	With supports, develop the topic with facts, definitions, details, quotations, and/or other information in informative compositions.	Develop the topic with relevant facts, definitions, concrete details, quotations and other information and examples appropriate to the audience's knowledge of the topic in informative compositions.
<b>9-10.W.3.2.a.4</b>	Use appropriate and varied transitions to link the major sections of the text among complex ideas and concepts in informative compositions.	Identify transition words used to link sentences within the text to distinguish among simple ideas and concepts.	Use transitions words to link sentences within the text to distinguish between complex ideas and concepts in informative compositions.	Use appropriate and varied transitions to link the major sections of the text among complex ideas and concepts in informative compositions.
<b>9-10.W.3.2.a.5</b>	Choose language and content-specific vocabulary to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy in informative compositions.	With visual supports, choose language appropriate to the purpose of informative compositions.	Choose language appropriate to the purpose of informative compositions.	Choose language and vocabulary to establish complexity of the topic, identifying wordiness and redundancy in informative compositions.
<b>9-10.W.3.2.a.6</b>	Maintain a consistent style appropriate to the purpose and audience in informative compositions.	Choose the audience and/or purpose for an explicit example of tone and style using visual supports.	Demonstrate a style and voice appropriate to the purpose and audience in informative compositions.	Develop a consistent style appropriate to the purpose and audience in informative compositions.
<b>9-10.W.3.2.a.7</b>	Provide a concluding statement or paragraph that follows from and supports the information or explanation presented in informative compositions.	With supports, choose the concluding statement that supports the information or explanation presented in informative compositions.	With support, develop a concluding statement that supports the information or explanation presented in informative compositions.	Provide a concluding statement or paragraph that follows from and supports the information or explanation presented in informative compositions.
<b>9-10.W.3.2.a.8</b>	Write informative compositions on a variety of topics.	With visual supports, identify informative details supporting a variety of topics.	With supports, write informative compositions on a variety of topics.	Write informative compositions on a variety of topics.

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Grade 10 English/Language Arts (ELA)**

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<b>9-10.LH.5.2.a.1</b>	Write informative texts, including analyses of historical events.	With supports, identify details that support informational texts, including facts from historical events.	Construct informational texts with supports, including explanations of historical events.	Write informative texts, including explanations of historical events.
<b>9-10.LST.5.2.a</b>	Write informative texts, including scientific procedures/ experiments or technical processes that include precise descriptions and conclusions drawn from data and research.	With supports, develop procedures in a chronological order.	With support, write informative texts that include procedures or technical processes.	Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.
<b>9-10.W.3.3.a.1</b>	Engage and orient the reader by setting out a problem, situation or observation in narrative compositions.	With visual supports, identify the hook used in a narrative composition.	With supports, develop a hook to engage the reader.	Develop a hook by setting out a problem, situation, or observation in narrative compositions.
<b>9-10.W.3.3.a.2</b>	Establish one or more points of view and introduce a narrator and/or characters in narrative compositions.	With supports, identify a point of view in narrative compositions	Demonstrate a point of view in narrative compositions.	Establish one or more points of view and introduce a narrator and/or characters in narrative compositions.
<b>9-10.W.3.3.a.3</b>	Create a smooth progression of experiences or events in narrative compositions.	With supports, sequence events in narrative compositions.	Sequence events in a narrative composition.	Create a smooth progression of experiences or events in narrative compositions.
<b>9-10.W.3.3.a.4</b>	Use narrative techniques to develop experiences, events and/or characters in narrative compositions.	With supports, identify experiences, events, and/or characters in narrative compositions.	Identify experiences, events, and/or characters in narrative compositions.	Use narrative techniques to develop experiences, events and/or characters in narrative compositions.
<b>9-10.W.3.3.a.5</b>	Sequence events so they build on one another to create a coherent whole in narrative compositions.	With supports, sequence simple events in narrative compositions.	With supports, organize an event sequence in narrative compositions.	Sequence events so they build on one another to create a coherent whole in narrative compositions.

**I AM Performance Level Descriptors (PLDs)  
Grade 10 English/Language Arts (ELA)**

	<b>Content Connector</b>	<b>Below Proficiency</b>	<b>Approaching Proficiency</b>	<b>At Proficiency</b>
<b>9-10.W.3.3.a.6</b>	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters in narrative compositions.	With supports, choose words and details to convey and create a vivid picture.	Use words and phrases to convey vivid pictures in narrative compositions.	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters in narrative compositions.
<b>9-10.W.3.3.a.7</b>	Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	With supports, identify an ending to a narrative composition.	With supports, construct an ending to a narrative composition.	Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>9-10.W.3.3.a.8</b>	Write narrative compositions in a variety of forms.	With supports, identify narrative compositions.	With supports, construct narrative compositions.	Write narrative compositions in a variety of forms.
<b>9-10.W.6.1b.a.1</b>	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.	With supports, identify a correct verb for a sentence.	Identify correct verbs in the indicative, imperative, interrogative, conditional, and/or subjunctive mood.	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.
<b>9-10.W.6.1e.a.1</b>	Identify and use parallelism in writing to present items in a series.	With supports, identify parallelism in items in a series.	Identify parallelism in items in a series.	Identify and use parallelism in writing to present items in a series.
<b>9-10.W.6.2.a.1</b>	Effectively use the conventions of standard English (capitalization, punctuation, and spelling).	With supports, identify conventions of standard English (capitalization and punctuation).	Use conventions of standard English (capitalization and punctuation).	Effectively use the conventions of standard English (capitalization, punctuation, and spelling).
<b>9-10.W.6.2b.a.1</b>	Use a semicolon and a conjunctive adverb to link two or more closely related independent clauses.	With supports, identify a semicolon connecting closely related independent clauses in a sentence	Use a semicolon to link closely related independent clauses.	Use a semicolon and a conjunctive adverb to link two or more closely related independent clauses.

**I AM Performance Level Descriptors (PLDs)  
Grade 10 English/Language Arts (ELA)**

	Content Connector	Below Proficiency	Approaching Proficiency	At Proficiency
<b>Speaking and Listening</b>				
<b>9-10.SL.3.1.a.1</b>	Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.	Using supports, choose the credible source.	Describe credibility of sources and/or accuracy of information presented in social media regarding a given low-complexity topic or text.	Examine credibility of sources and accuracy of information presented in social media regarding a given low- to moderate-complexity topic or text.
<b>9-10.SL.3.2.a.1</b>	Determine the speaker's point of view or purpose in a text.	Using supports, identify the speaker's point of view or purpose in a low-complexity text.	Describe the speaker's point of view or purpose in a low-complexity text.	Examine the speaker's point of view or purpose in a low- to moderate-complexity text.
<b>9-10.SL.3.2.a.2</b>	Determine what arguments the speaker makes.	Using supports, identify an argument.	Describe the simple or clearly stated argument(s) the speaker makes.	Examine what arguments the speaker makes.
<b>9-10.SL.3.2.a.3</b>	Evaluate the evidence used to make the argument.	Using supports, identify evidence.	Describe the simple or clearly stated evidence used to make the argument.	Examine the evidence used to make the argument.
<b>9-10.SL.3.2.a.4</b>	Evaluate a speaker's point of view, reasoning, and use of evidence for false statements, faulty reasoning, or exaggeration.	Using supports, identify point of view.	Describe a speaker's point of view, reasoning, and/or use of evidence.	Examine a speaker's point of view, reasoning, and use of evidence for false statements, faulty reasoning or exaggeration.