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| **Reading Standards** | | | | | | | |
| Number | Standard | Assessment Score | | | | | |
| **RL.10.1** | **Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (GLE 2.4.1)** |  |  |  |  |  |  |
| **RI.10.3** | **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 that are drawn between them (GLE 2.4.6)** |  |  |  |  |  |  |
| **RL.10.6** | **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 (GLE 2.4.7)** |  |  |  |  |  |  |
| **RI.10.6** | **Determine an author’s point of view or purpose in a text and analyze how an author**  **uses rhetoric to advance that point of view or purpose (GLE 2.4.4, 2.4.7)** |  |  |  |  |  |  |
| **RI.10.7** | **Analyze various accounts of a subject told in different mediums (e.g., a person’s life story**  **in both print and multimedia), determining which details are emphasized in each account**  **(GLE 2.3.4)** |  |  |  |  |  |  |
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| **Writing Standards** | | | | | | | |
| **W.10.1** | **Write arguments to support claims in an analysis of substantive topics or texts, using**  **valid reasoning and relevant and sufficient evidence** |  |  |  |  |  |  |
| **W.10.2** | **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** |  |  |  |  |  |  |
| **W.10.4** | **Produce clear and coherent writing in which the development, organization, and style are**  **appropriate to task, purpose, and audience** |  |  |  |  |  |  |
| **W.10.9** | **Draw evidence from literary or informational texts to support analysis, reflection, and**  **research** |  |  |  |  |  |  |

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| **Speaking and Listening Standards** | | | | | | | |
| Number | Standard | Assessment Score | | | | | |
| **SL.10.1** | **Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively** |  |  |  |  |  |  |
| **SL.10.3** | **Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence** |  |  |  |  |  |  |
| **SL.10.4** | **Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task** |  |  |  |  |  |  |
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| **Language and Conventions Standards** | | | | | | | |
| **L.10.1** | **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking** |  |  |  |  |  |  |
| **L.10.2** | **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing** |  |  |  |  |  |  |