**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**NCFE/EOC Skills Progress Chart**

**Reading Literacy**

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| Date and Test/Quiz Name |  |  |  |  |  |
| **RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |  |  |  |  |  |
| **RL.9-10.2** 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. |  |  |  |  |  |
| **RL.9-10.3** 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. |  |  |  |  |  |
| **RL.9-10.4** 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). |  |  |  |  |  |

**Reading Literacy (cont’d)**

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| Date and Test/Quiz Name |  |  |  |  |  |
| **RL.9-10.5** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |  |  |  |  |  |
| **RL.9-10.6** 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. |  |  |  |  |  |
| **RL.9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. |  |  |  |  |  |
| **RL.9-10.9** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). |  |  |  |  |  |

**Reading Literacy (cont’d)**

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| Date and Test/Quiz Name |  |  |  |  |  |
| **RL.9-10.10** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. |  |  |  |  |  |

**Reading Informational Texts**

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| Date and Test/Quiz Name |  |  |  |  |  |
| **RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |  |  |  |  |  |
| **RI.9-10.2** 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. |  |  |  |  |  |
| **RI.9-10.3** 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. |  |  |  |  |  |

**Reading Informational Texts**

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| **Date and Test/Quiz Name** |  |  |  |  |  |
| **RI.9-10.3 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.** |  |  |  |  |  |
| **[RI.9-10.4](http://www.corestandards.org/ELA-Literacy/RI/9-10/4/) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).** |  |  |  |  |  |
| **RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).** |  |  |  |  |  |
| **RI.9-10.6 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.** |  |  |  |  |  |

**Reading Informational Text (cont’d)**

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| **Date and Test/Quiz Name** |  |  |  |  |  |
| **RI.9-10.7 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.** |  |  |  |  |  |
| **RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.** |  |  |  |  |  |
| **RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.** |  |  |  |  |  |
| **RI.9-10.10 By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.**  |  |  |  |  |  |

**Language**

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| **Date and Test/Quiz Name** |  |  |  |  |  |
| **L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** |  |  |  |  |  |
| **L.9-10.1.AUse parallel structure.\*** |  |  |  |  |  |
| **L.9-10.1.B 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.** |  |  |  |  |  |
| **L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** |  |  |  |  |  |
| **L.9-10.2.A Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.** |  |  |  |  |  |
| **L.9-10.2.B Use a colon to introduce a list or quotation.** |  |  |  |  |  |
| **L.9-10.2.C Spell correctly.** |  |  |  |  |  |
| **L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.** |  |  |  |  |  |

**Language (cont’d)**

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| **Date and Test/Quiz Name** |  |  |  |  |  |
| **L.9-10.3.A Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.** |  |  |  |  |  |
| **L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.** |  |  |  |  |  |
| **L.9-10.4.A 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.** |  |  |  |  |  |
| **L.9-10.4.B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).** |  |  |  |  |  |
| **L.9-10.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.** |  |  |  |  |  |

**Language (cont’d)**

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| **Date and Test/Quiz Name** |  |  |  |  |  |
| **L.9-10.4.D 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.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** |  |  |  |  |  |
| **L.9-10.5.A Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.** |  |  |  |  |  |
| **L.9-10.5.B Analyze nuances in the meaning of words with similar denotations.** |  |  |  |  |  |
| **L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**  |  |  |  |  |  |

**Writing**

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| **Date and Test/Quiz Name** |  |  |  |  |  |
| **W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** |  |  |  |  |  |
| **W.9-10.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.** |  |  |  |  |  |
| **W.9-10.1.B Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.** |  |  |  |  |  |
| **W.9-10.1.C Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.** |  |  |  |  |  |
| **W.9-10.1.DEstablish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.** |  |  |  |  |  |

**Writing**

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| **Date and Test/Quiz Name** |  |  |  |  |  |
| **W.9-10.1.E Provide a concluding statement or section that follows from and supports the argument presented.** |  |  |  |  |  |
| **W.9-10.2 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.9-10.2.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.** |  |  |  |  |  |
| **W.9-10.2.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.** |  |  |  |  |  |

**Writing (cont’d)**

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| **Date and Test/Quiz Name** |  |  |  |  |  |
| **W.9-10.2.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.** |  |  |  |  |  |
| **W.9-10.2.D Use precise language and domain-specific vocabulary to manage the complexity of the topic.** |  |  |  |  |  |
| **W.9-10.2.EEstablish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.** |  |  |  |  |  |
| **W.9-10.2.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).** |  |  |  |  |  |
| **W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.** |  |  |  |  |  |

**Writing (cont’d)**

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| **Date and Test/Quiz Name** |  |  |  |  |  |
| **W.9-10.3.A Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.** |  |  |  |  |  |
| **W.9-10.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.** |  |  |  |  |  |
| **W.9-10.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.** |  |  |  |  |  |
| **W.9-10.3.DUse precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.** |  |  |  |  |  |
| **W.9-10.3.E Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.** |  |  |  |  |  |

**Writing (cont’d)**

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| **Date and Test/Quiz Name** |  |  |  |  |  |
| **W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)** |  |  |  |  |  |
| **W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)** |  |  |  |  |  |
| **W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.** |  |  |  |  |  |

**Writing (cont’d)**

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| **Date and Test/Quiz Name** |  |  |  |  |  |
| **W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.** |  |  |  |  |  |
| **W.9-10.8Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.** |  |  |  |  |  |
| **W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.** |  |  |  |  |  |

**Writing (cont’d)**

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| **Date and Test/Quiz Name** |  |  |  |  |  |
| **W.9-10.9.A Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").** |  |  |  |  |  |
| **W.9-10.9.B Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").** |  |  |  |  |  |
| **W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.** |  |  |  |  |  |