

Grades 9–10

ELA

Item Specifications



Table of Contents

Introduction	3
Reading Literary Text.....	6
9-10.RL.1	6
9-10.RL.2	12
9-10.RL.3	19
Reading Informational Text.....	24
9-10.RI.1	24
9-10.RI.2	31
9-10.RI.3	37
Writing	44
9-10.W.1	44
9-10.W.2	48
9-10.W.3	50
Speaking and Listening	57
9-10.SL.1	57
9-10.SL.2	61

Introduction

In 2014 Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. Groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

One of the documents developed is the item specification document, which includes all Missouri grade level/course expectations arranged by domains/strands. It defines what could be measured on a variety of assessments. The document serves as the foundation of the assessment development process.

Although teachers may use this document to provide clarity to the expectations, these specifications are intended for summative, benchmark, and large-scale assessment purposes.

Components of the item specifications include:

Expectation Unwrapped breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

Depth of Knowledge (DOK) Ceiling indicates the highest level of cognitive complexity that would typically be assessed on a large scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

Item Format indicates the types of items used in large scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

Text Types suggests a broad list of text types for both literary and informational expectations. This list is not intended to be all inclusive: other text types may be used in the classroom setting. The expectations were written in grade level bands; for this reason, the progression of the expectations relies upon increasing levels of quantitative and qualitative text complexities.

Content Limits/Assessment Boundaries are parameters that item writers should consider when developing a large scale assessment. For example, some expectations should not be assessed on a large scale assessment but are better suited for local assessment.

Sample stems are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways.

Grades 9–10 English Language Arts

Reading Literary Text		9-10.RL.1.A
1 A MLS	Comprehend and Interpret Texts (Approaching Texts as a Reader) Evidence/Inference Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will draw conclusions by citing textual evidence that supports the analysis of what the text says explicitly.</p> <p>The student will make inferences based on an analysis of what the text says explicitly.</p> <p>The student will cite relevant and thorough textual evidence to support inferences drawn from the text.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>An inference is based on information in text(s) and is not dependent on prior knowledge. For these expectations, avoid using “matching with lines” as an item type.</p>		<p>It can be inferred from the phrase “[QUOTE]” that:</p> <p>Which piece of text evidence best supports the inference that . . . ?</p>

Grades 9–10 English Language Arts

Reading Literary Text		9-10.RL.1.B
1 B MLS	Comprehend and Interpret Texts (Approaching Texts as a Reader) Word Meanings Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings, using context, affixes, or reference materials.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
<p>The student will determine the meaning of words, including denotative, connotative, and figurative meanings, as they are used in the text.</p> <p>The student will determine the meaning of phrases, including denotative, connotative, and figurative meanings, as they are used in the text.</p> <p>The student will use context clues to determine the meaning of words and phrases as they are used in the text.</p> <p>The student will use affixes to determine the meaning of words and phrases as they are used in the text.</p> <p>The student will use reference materials to determine the meaning of words and phrases as they are used in the text.</p>		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>The items should not focus on definition of terms or identification of figurative language in a context. Instead, students should determine the meaning in the context of the example/passage given or focus on the function and purpose of the figurative language.</p>		<p>What is the intended meaning of the phrase “[QUOTE THAT INCLUDES FIGURATIVE LANGUAGE]”?</p> <p>What is the meaning of the word “XX” as used in lines “X–XX”?</p> <p>The prefix “a-” means “not.” As it is used in the passage, “atypical” means . . .</p>

Grades 9–10 English Language Arts

Which phrase best expresses the meaning of the word “XX” as it is used in the sentence?

[DICTIONARY DEFINITION OF A WORD] Which definition best conveys the meaning of “XX” as it is used in the text?

Grades 9–10 English Language Arts

Reading Literary Text		9-10.RL.1.C
1 C MLS	Comprehend and Interpret Texts (Approaching Texts as a Reader) Text Features Interpret visual elements of a text and draw conclusions from them (when applicable).	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will interpret visual elements of a text. The student will draw conclusions from visual elements of a text.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novel Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Note: Visual elements present information that may not be found elsewhere in the text and must be carefully analyzed in order to gain full understanding of the text as a whole. Note: Visual elements often enhance text but should not be used solely to categorize/identify text type in an assessment setting.		How does the [INSERT VISUAL ELEMENT] develop the character/theme/conflict/setting? Based on [INSERT VISUAL ELEMENT], what conclusion can the reader draw about . . . ?

Grades 9–10 English Language Arts

Reading Literary Text		9-10.RL.1.D
1 D MLS	<p>Comprehend and Interpret Texts (Approaching Texts as a Reader)</p> <p>Summarize/Theme</p> <p>Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will determine two or more themes in a text.</p> <p>The student will analyze the development of themes throughout a text.</p> <p>The student will relate the themes in a text to life experiences.</p> <p>The student will provide an objective and concise summary of a text.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>When a text does not support multiple themes, students may determine and analyze one theme. This would be a partial alignment.</p>		<p>Which line from the text best develops or supports the theme of . . . ?</p> <p>Which statement describes a theme in . . . ?</p> <p>Create a summary of this passage by selecting the most important paraphrased ideas from the list and placing them in sequential order in the boxes provided.</p>

Grades 9–10 English Language Arts

	<p>Read a summary of “XX.” Which detail from the text is important to add to this summary? Read the following summaries about “XX.” Which summary is the most objective and concise?</p> <p>Which theme can be supported by the text?</p> <p>Which pieces of text evidence best support the themes?</p> <p>Complete the table by putting check marks in the appropriate boxes to match the themes to the textual evidence.</p>
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Grades 9–10 English Language Arts

Reading Literary Text		9-10.RL.2.A
2 A MLS	<p>Analyze Craft and Structure (Approaching Texts as a Writer)</p> <p>Structure</p> <p>Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will analyze how an author’s choice concerning how to structure a text impacts the reader.</p> <p>The student will analyze how an author’s choice concerning how to order events in a text impacts the reader.</p> <p>The student will analyze how an author’s choice concerning how to manipulate time in a text impacts the reader.</p>		3
		<u>Item Format</u>
		<p>Selected Response Constructed Response Technology Enhanced</p>
		<u>Text Types</u>
		<p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Text complexity will increase both qualitatively and quantitatively through the grade levels.</p>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>“Impacting the reader” is a broad statement that students could justify in multiple ways; however, in a large-scale assessment the choices are narrowed by the text and the question item.</p>		<p>The author’s use of [example: flashback] helps the reader understand . . .</p> <p>How does the structure of the text . . . ?</p> <p>How does the use of [THIS TYPE OF STRUCTURE] impact the reader?</p> <p>How does the narrator’s extended description of [CHARACTER] at this point in the text contribute to overall meaning?</p>

Grades 9–10 English Language Arts

	<p>The author includes the description of BLANK to . . .</p> <p>How does the author’s manipulation of time impact the reader?</p>
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Grades 9–10 English Language Arts

Reading Literary Text		9-10.RL.2.B
2 B MLS	Analyze Craft and Structure (Approaching Texts as a Writer) Point of View Analyze how point of view is reflected in the characters, setting, and plot.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will analyze how point of view is reflected in characters in a text.</p> <p>The student will analyze how point of view is reflected in setting in a text.</p> <p>The student will analyze how point of view is reflected in plot in a text.</p>		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u>
		Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
The teaching of point of view (first, second, and third person) allows students to understand and analyze perspective.		What does the author’s use of first-person point of view reveal about the character/setting/plot? Which statement best reflects the narrator’s point of view in this passage? What might be lost/gained in the text if it were told from a different point of view?

Grades 9–10 English Language Arts

How is point of view reflected in the character/setting/plot of . . . ?

How does the author develop the character/setting/plot to . . . ?

How do you know the point of view changes from . . . to . . . ?

Grades 9–10 English Language Arts

Reading Literary Text		9-10.RL.2.C
2 C MLS	Analyze Craft and Structure (Approaching Texts as a Writer) Craft and Meaning Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will analyze the cumulative impact of specific word choices on meaning in a text.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
The student will analyze the cumulative impact of syntax on meaning in a text.		
The student will analyze the cumulative impact of specific word choices on tone in a text.		
The student will analyze the cumulative impact of syntax on tone in a text.		
<u>Content Limits/Assessment Boundaries</u>		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> How does the repetition of [A WORD] contribute to the overall meaning of the text? In “XX,” how does the use of [SPECIFIC WORD CHOICE OR SYNTAX] impact the meaning and tone?

Grades 9–10 English Language Arts

The author uses parallel structure to . . .

- a. Indicate . . .
- b. Illustrate . . .
- c. Emphasize . . .
- d. Convey . . .

How does the author's word choice in paragraph 6 contribute to the tone?

The tone is best revealed through . . .

Grades 9–10 English Language Arts

Reading Literary Text		9-10.RL.2.D
2 D MLS	Analyze Craft and Structure (Approaching Texts as a Writer) Interaction and Meaning Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will analyze how complex characters develop over the course of a text.</p> <p>The student will analyze how the development of complex characters over the course of a text advances the plot.</p> <p>The student will analyze how the development of complex characters over the course of a text develops the theme.</p>		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Text Types</u>
		Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
		How do the characters' actions in the text advance the plot/develop the theme of . . . ? Which theme is developed when the character . . . ?

Grades 9–10 English Language Arts

Reading Literary Text		9-10.RL.3.A
3 A MLS	<p>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</p> <p>Text in Forms</p> <p>Analyze multiple performances of a story, drama, or poem, evaluating how each version interprets the source text.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will analyze multiple performances of a story, drama, or poem to synthesize ideas from multiple texts.</p> <p>The student will evaluate how each version interprets the source text to synthesize ideas from multiple texts.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>A minimum of paired performances is required to address this standard.</p>		<p>How do the different performances of XX impact the reader’s understanding of . . . ?</p> <p>How does the director’s interpretation of [SCENE] change the reader’s perception of . . . ?</p> <p>How does the director’s decision to include/remove a scene impact the reader’s understanding of . . . ?</p>

Grades 9–10 English Language Arts

Reading Literary Text		9-10.RL.3.B
3 B MLS	<p>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</p> <p>Relationships in Texts</p> <p>Explain how and why an author alludes to or transforms source material within his or her text.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will explain how an author alludes to source material within his or her text to synthesize ideas from multiple texts.</p> <p>The student will explain how an author transforms source material within his or her text to synthesize ideas from multiple texts.</p> <p>The student will explain why an author alludes to source material within his or her text to synthesize ideas from multiple texts.</p> <p>The student will explain why an author transforms source material within his or her text to synthesize ideas from multiple texts.</p>		2
		<u>Item Format</u>
		<p>Selected Response</p> <p>Constructed Response</p> <p>Technology Enhanced</p>
		<u>Text Types</u>
		<p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Text complexity will increase both qualitatively and quantitatively through the grade levels.</p>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>The source material needs to be provided for assessment purposes.</p>		<p>In [WORK OF LITERATURE], the author alludes to [ALLUSION]. What does this allusion reveal about the character’s situation?</p> <p>The author alludes to [ALLUSION] to illustrate/reveal/suggest . . .</p>

Grades 9–10 English Language Arts

Reading Literary Text		9-10.RL.3.C
3 C MLS	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Historical Context Analyze how multiple texts reflect historical and/or cultural contexts.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will analyze how multiple texts reflect historical contexts to synthesize ideas from multiple texts. The student will analyze how multiple texts reflect cultural contexts to synthesize ideas from multiple texts.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
A minimum of paired passages is required to address this standard. The historical and/or cultural context may need to be provided in footnotes or the question stem or may require student inference.		How do these two poems reflect the same time period? How does the author’s treatment of [CULTURE/TIME PERIOD] reflect his/her perspective?

Grades 9–10 English Language Arts

Analyze how [AUTHOR'S] life experience is reflected in [WORK OF LITERATURE WRITTEN BY AUTHOR] to show his/her [CULTURAL/HISTORICAL PERSPECTIVE]?

Which statement best reflects the relationship between the author's life and his/her work?

What do the two texts reveal about [HISTORICAL TIME PERIOD]?

- a. both A and B . . .
- b. both A and B . . .
- c. text A . . . ; text B . . .
- d. text A . . . ; text B . . .

Grades 9–10 English Language Arts

Reading Literary Text		9-10.RL.3.D
3 D MLS	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Comprehension Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
The student will independently read and comprehend literature (stories, dramas, poems) to synthesize ideas from multiple texts. The student will proficiently read and comprehend literature (stories, dramas, poems) to synthesize ideas from multiple texts.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
This standard is the foundation for analysis, evaluation, and synthesis of texts.		N/A

Grades 9–10 English Language Arts

Reading Informational Text		9-10.RI.1.A
1 A MLS	Comprehend and Interpret Texts (Approaching Texts as a Reader) Evidence/Inference Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will draw conclusions by citing textual evidence that supports the analysis of what the text says explicitly.</p> <p>The student will make inferences based on an analysis of what the text says explicitly.</p> <p>The student will cite relevant and thorough textual evidence to support inferences drawn from the text.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentary media, instructional media, infographics Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
An inference is based on information in text(s) and is not dependent on prior knowledge.		It can be inferred from the phrase “[QUOTE]” that . . . Which piece of text evidence best supports the inference that . . . ?

Grades 9–10 English Language Arts

Reading Informational Text		9-10.RI.1.B
1 B MLS	<p>Comprehend and Interpret Texts (Approaching Texts as a Reader)</p> <p>Word Meanings</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
<p>The student will determine the meaning of words, including denotative, connotative, figurative, and content-specific meanings, as they are used in a text.</p> <p>The student will determine the meaning of phrases, including denotative, connotative, figurative, and content-specific meanings, as they are used in a text.</p> <p>The student will use context clues to determine the meaning of words and phrases as they are used in a text.</p> <p>The student will use affixes to determine the meaning of words and phrases as they are used in a text.</p> <p>The student will use reference materials to determine the meaning of words and phrases as they are used in a text.</p>		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentary media, instructional media, infographics Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> What is the intended meaning of the phrase “[QUOTE THAT INCLUDES FIGURATIVE LANGUAGE]”? What is the meaning of the author’s use of the word “XX” as used in lines “X–XX”? The prefix “a-” means “not.” As it is used in the passage, “atypical” means . . .

Grades 9–10 English Language Arts

Which phrase best expresses the meaning of the word “XX” as it is used in the sentence?

[DICTIONARY DEFINITION OF A WORD] Which definition best conveys the meaning of “XX” as it is used in the text?

Grades 9–10 English Language Arts

Reading Informational Text		9-10.RI.1.C
1 C MLS	<p>Comprehend and Interpret Texts (Approaching Texts as a Reader)</p> <p>Text Features</p> <p>Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will interpret visual elements of a text, including those from different media.</p> <p>The student will draw conclusions from visual elements of a text, including those from different media.</p>		3
		<u>Item Format</u>
		<p>Selected Response Constructed Response Technology Enhanced</p>
		<u>Text Types</u>
		<p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentary media, instructional media, infographics</p> <p>Text complexity will increase both qualitatively and quantitatively through the grade levels.</p>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Note: Visual elements present information that may not be found elsewhere in the text and must be carefully analyzed in order to gain full understanding of the text as a whole.</p> <p>Note: Visual elements often enhance text but should not be used solely to categorize/identify text type in an assessment setting.</p>		<p>How does the [INSERT VISUAL ELEMENT] develop the central idea?</p> <p>Based on [INSERT VISUAL ELEMENT], what conclusion can the reader draw about . . . ?</p> <p>According to the chart, [EXAMPLE: HOW MUCH SLEEP] is necessary/unnecessary for . . . ?</p>

Grades 9–10 English Language Arts

	<p>Which information in the chart best supports the author’s statement that “[QUOTE]”?</p>
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Grades 9–10 English Language Arts

Reading Informational Text		9-10.RI.1.D
1 D MLS	<p>Comprehend and Interpret Texts (Approaching Texts as a Reader)</p> <p>Summarize/Claim</p> <p>Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will explain two or more central/main ideas in a text.</p> <p>The student will analyze the development of central/main ideas throughout a text.</p> <p>The student will explain the significance of the central ideas in a text.</p> <p>The student will provide an objective and concise summary of a text.</p>		<u>Item Format</u>
		<u>Text Types</u>
		<p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentary media, instructional media, infographics</p> <p>Text complexity will increase both qualitatively and quantitatively through the grade levels.</p>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>When a text does not support multiple central/main ideas, students may explain and analyze one central/main idea. This would be a partial alignment.</p>		<p>Which line from the text best develops or supports the central/main idea of . . . ?</p> <p>Which statement describes a central/main idea in . . . ?</p>

Grades 9–10 English Language Arts

Create a summary of this passage by selecting the most important paraphrased ideas from the list and placing them in sequential order in the boxes provided.

Read a summary about “XX.”

Which detail from the text is important to add to this summary?

Read the following summaries about “XX.”

Which summary is the most objective and concise?

Which central/main idea can be supported by the text?

Which pieces of text evidence best support the central/main idea?

Complete the table by putting check marks in the appropriate boxes to match the textual evidence to the central/main idea.

Grades 9–10 English Language Arts

Reading Informational Text		9-10.RI.2.A
2 A MLS	<p>Analyze Craft and Structure (Approaching Texts as a Writer)</p> <p>Structure</p> <p>Analyze how an author's choices concerning how to structure a text or sequence information impact the reader.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will analyze how an author's choice concerning how to structure a text impacts the reader.</p> <p>The student will analyze how an author's choice concerning how to sequence information in a text impacts the reader.</p>		3
		<u>Item Format</u>
		<p>Selected Response Constructed Response Technology Enhanced</p>
<u>Content Limits/Assessment Boundaries</u>		<u>Text Types</u>
		<p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentary media, instructional media, infographics</p> <p>Text complexity will increase both qualitatively and quantitatively through the grade levels.</p>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
		<p>The author's use of [e.g., TEXT FEATURES] helps the reader understand . . .</p>
		<p>How does the structure of the text . . . ?</p>
		<p>How does the use of [THIS TYPE OF STRUCTURE] impact the reader?</p>
<u>Content Limits/Assessment Boundaries</u>		<p>How does the author's inclusion of [INFORMATIONAL TEXT FEATURE] at this point in the text contribute to overall meaning?</p>
		<p>How does the author's inclusion of [INFORMATIONAL TEXT FEATURE] at this point in the text contribute to overall meaning?</p>

Grades 9–10 English Language Arts

	How does the author's use of [COUNTERCLAIM] at the beginning of the text impact the reader?
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Grades 9–10 English Language Arts

Reading Informational Text		9-10.RI.2.B
2 B MLS	Analyze Craft and Structure (Approaching Texts as a Writer) Point of View Analyze how an author uses rhetoric to advance point of view or purpose.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
The student will analyze how an author uses rhetoric to advance point of view in a text. The student will analyze how an author uses rhetoric to advance purpose in a text.		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u>
		Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentary media, instructional media, infographics Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Note: Rhetoric is the study and practice of effective expression; it is written or spoken communication intended to move an audience to hold a particular viewpoint/perspective or take a particular action.		How does the author’s use of [allusion, analogy, understatement, parallelism, repetition, etc.] advance the [point of view/perspective] of the text? Which piece of evidence best reveals the author’s purpose?

Grades 9–10 English Language Arts

Reading Informational Text		9-10.RI.2.C
2 C MLS	Analyze Craft and Structure (Approaching Texts as a Writer) Craft and Meaning Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will analyze the cumulative impact of specific word choices on meaning in a text.</p> <p>The student will analyze the cumulative impact of syntax on meaning in a text.</p> <p>The student will analyze the cumulative impact of specific word choices on tone in a text.</p> <p>The student will analyze the cumulative impact of syntax on tone in a text.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentary media, instructional media, infographics Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> How does the repetition of the word <i>X</i> contribute to the overall meaning of the text? In “XX,” how does the use of [SPECIFIC WORD CHOICE OR SYNTAX FROM THE TEXT] impact the meaning and tone? The author uses parallel structure to . . . a. indicate . . . b. illustrate . . . c. emphasize . . . d. convey . . .

Grades 9–10 English Language Arts

How does the author's word choice in paragraph X contribute to the tone?

The tone is best revealed through . . .

Grades 9–10 English Language Arts

Reading Informational Text		9-10.RI.2.D
2 D MLS	Analyze Craft and Structure (Approaching Texts as a Writer) Argument/Evidence Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will evaluate an author's argument in a text.</p> <p>The student will assess whether an author's reasoning is valid in a text.</p> <p>The student will assess whether an author's evidence is relevant in a text.</p> <p>The student will assess whether an author's evidence is sufficient in a text.</p> <p>The student will identify false statements in a text.</p> <p>The student will identify fallacious reasoning in a text.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentary media, instructional media, infographics Text complexity will increase both qualitatively and quantitatively through the grade levels.
		<u>Sample Stems</u> Which statement represents faulty reasoning? Which statement would best support the author's argument? Which statement provides relevant evidence to support the author's argument?

Grades 9–10 English Language Arts

Reading Informational Text		9-10.RI.3.A
3 A MLS	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Texts/Forms Analyze how similar ideas or topics are portrayed in different media formats.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will analyze how similar ideas or topics are portrayed in different media formats to synthesize ideas from multiple texts.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentary media, instructional media, infographics Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
A minimum of two media formats is required to address this standard.		How do the different media formats of XX influence how the [TOPIC] is portrayed . . . ?
		How does the media format of XX impact the reader’s understanding of . . . ?
		How does the emphasis on XX in both texts influence the reader’s understanding of the subject?

Grades 9–10 English Language Arts

How does each media format represent the subject?

- a. [Medium 1] does . . . while [Medium 2] does . . .

Grades 9–10 English Language Arts

Reading Informational Text		9-10.RI.3.B
3 B MLS	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Relationships/ Texts Evaluate how effectively two or more texts develop similar ideas/topics.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
The student will evaluate how effectively two or more texts develop similar ideas/topics to synthesize ideas from multiple texts.		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u>
		Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentary media, instructional media, infographics Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
		What do the two texts reveal about [IDEA/TOPIC]? <ol style="list-style-type: none"> a. both A and B . . . b. both A and B . . . c. text A . . . ; text B . . . d. text A . . . ; text B . . .
		Which is supported in both texts?

Grades 9–10 English Language Arts

Which text best develops the idea that
[PRACTICING CONSERVATION IS IMPORTANT]?

- a. text A because . . .
- b. text B because . . .
- c. both because . . .
- d. neither because . . .

Grades 9–10 English Language Arts

Reading Informational Text		9-10.RI.3.C
3 C MLS	<p>Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</p> <p>Historical Context</p> <p>Analyze how multiple texts reflect the historical and/or cultural contexts.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will analyze how multiple texts reflect historical contexts to synthesize ideas from multiple texts.</p> <p>The student will analyze how multiple texts reflect cultural contexts to synthesize ideas from multiple texts.</p>		3
		<u>Item Format</u>
		<p>Selected Response Constructed Response Technology Enhanced</p>
		<u>Text Types</u>
		<p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentary media, instructional media, infographics</p> <p>Text complexity will increase both qualitatively and quantitatively through the grade levels.</p>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>This in no way includes all of the different types of text used in a classroom.</p>		<p>How do these two texts reflect the same time period?</p>
		<p>How does the author’s treatment of [CULTURE/TIME PERIOD] reflect his/her perspective?</p>

Grades 9–10 English Language Arts

Analyze how [AUTHOR'S] life experience is reflected in [TEXT/ARTICLE] to show his/her [CULTURAL/HISTORICAL PERSPECTIVE]?

Which statement best reflects the relationship between the author's life and his/her work?

What do the two texts reveal about [HISTORICAL TIME PERIOD]?

- a. both A and B . . .
- b. both A and B . . .
- c. text A . . . ; text B . . .
- d. text A . . . ; text B . . .

Grades 9–10 English Language Arts

Reading Informational Text		9-10.RI.3.D
3 D MLS	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Comprehension Read and comprehend informational text independently and proficiently.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
The student will independently read and comprehend informational texts to synthesize ideas from multiple texts. The student will proficiently read and comprehend informational texts to synthesize ideas from multiple texts.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentary media, instructional media, infographics Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
This standard is the foundation for analysis, evaluation, and synthesis of texts.		

Grades 9–10 English Language Arts

Writing		9-10.W.1.A
1 A MLS	<p>Approaching the Task as a Researcher</p> <p>Research</p> <p>Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will conduct research to answer a question (including a self-generated question) or solve a problem.</p> <p>The student will narrow or broaden research inquiry when appropriate.</p> <p>The student will gather multiple relevant, credible print and digital sources.</p> <p>The student will integrate information using a standard citation system.</p>		3
		<u>Item Format</u>
		<p>Selected Response</p> <p>Constructed Response</p> <p>Technology Enhanced</p>
<u>Content Limits/Assessment Boundaries</u>		<u>Text Types</u>
<p>Items should not assess a specific standard citation system.</p>		<u>Sample Stems</u>
		<p>A student is writing an argumentative report about [TOPIC]. The student found sources for the report. Read the sources and answer the questions that follow. Which source would provide the most relevant/credible information?</p> <p>A student is writing a report about [TOPIC]. The student found sources for the report. Read the sources below and the directions that follow. The student wrote down some claims to use in the report. Look at the claims on the table. Determine whether the</p>

Grades 9–10 English Language Arts

information in the sources supports each claim. Click on the boxes to show the claims that each source supports. A source may have more than one box selected.

A student has written the following overly broad paragraph. [OVERLY BROAD IN FOCUS PARAGRAPH] Which research question would help to narrow the topic appropriately?

A student is trying to prove the claim that [FOUR-DAY SCHOOL WEEKS BENEFIT STUDENT ACHIEVEMENT]. Which research question would help them achieve that purpose?

A student is conducting research on [THE BENEFITS OF TWO NUTRITIONAL PLANS]. Which research question would best guide the student's research?

Grades 9–10 English Language Arts

Writing		9-10.W.1.A
1 A MLS	<p>Approaching the Task as a Researcher</p> <p>Research</p> <p>Gather 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.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will gather relevant information from multiple authoritative print and digital sources.</p> <p>The student will use advanced searches effectively.</p> <p>The students will assess the usefulness of each source in answering the research question.</p> <p>The student will integrate information into a selectively to maintain the flow of ideas.</p> <p>The student will avoid plagiarism.</p> <p>The student will follow a standard format for citation.</p>		3
		<u>Item Format</u>
		<p>Selected Response</p> <p>Constructed Response</p> <p>Technology Enhanced</p> <p>Performance Event</p>
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Items should not assess a specific standard citation system.</p>		<p>A student is writing a persuasive speech for speech class about [TOPIC]. Read the paragraphs from the student’s draft and complete the task that follows. Select two credible sources that would most likely give the student more information for the speech.</p>

Grades 9–10 English Language Arts

[IN A PERFORMANCE EVENT STUDENTS ARE ASKED TO DO RESEARCH WRITING BASED ON MULTIPLE SOURCES. THROUGH THIS WRITING PROMPT WE WILL MEASURE A STUDENT'S ABILITY TO INTEGRATE INFORMATION FROM SOURCES AND AVOID PLARGIARISM BY DEVELOPING AND FOLLOWING A CONSISTENT FORM OF CITATION.]

A student is writing an informative essay about [TOPIC]. Read the excerpt below and then answer the question that follows. After which sentence would the quotation from Source A best be added into the student draft to support the main point?

Read the paragraph below from Source A. [INSERT EXAMPLE] Click or highlight the sentences from Source A that best support the writer's claim.

Grades 9–10 English Language Arts

Writing		9-10.W.2.A
2 A MLS	<p>Approaching the Task as a Writer</p> <p>Development</p> <p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will follow a writing process focusing on development, organization, style, and voice to produce clear and coherent writing.</p> <p>The student will follow a writing process appropriate to the task, purpose, and audience to produce clear and coherent writing.</p> <p>The student will self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p>		4
		<u>Item Format</u>
		Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>The most appropriate way to assess this standard is through a performance event because the standard requires the student to produce a whole text by following a writing process.</p>		<p>The student follows a writing process to compose a text.</p> <p>Context: Assume that you are a Missouri high school student who has a minimum-wage job and who is saving money.</p>

Grades 9–10 English Language Arts

Task:

Read the two articles below that address the minimum-wage issue. Then write a letter to your state legislator encouraging her to vote for or against a proposed bill to raise Missouri's minimum wage from \$7.95 per hour to \$9.00 per hour.

Use both your own experience and information from the two articles to support your argument that your legislator should vote against or for the bill to raise the minimum wage.

Grades 9–10 English Language Arts

Writing		9-10.W.3.A.a
3 A MLS a	<p>Approaching the Task as a Reader</p> <p>Revise and Edit</p> <p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>The student will organize the content of the writing by introducing the topic, maintaining a clear focus throughout the text, and providing a conclusion that follows from the text.</p> <p>The student will achieve a purpose and demonstrate an awareness of audience by making choices regarding organization.</p> <p>The student will achieve a purpose and demonstrate an awareness of audience by making choices regarding content.</p>		<p>3</p> <p><u>Item Format</u></p> <p>Selected Response Constructed Response Technology Enhanced Performance Event</p>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Aspects of this expectation are more appropriately assessed using certain item formats (e.g., organization, introduction, and conclusion can be assessed by selected response, but “maintaining a clear focus throughout the text” should be assessed by constructed response/performance event).</p>		<p>A student is writing a report about [TOPIC]. Read the draft of the report and complete the task that follows. Write a conclusion that follows logically from the information in the essay.</p> <p>The student has written a draft about [TOPIC]. Read the draft. Which option would be the best introductory sentence?</p>

Grades 9–10 English Language Arts

[3- to 5-PARAGRAPH STIMULUS WITH THE PARAGRAPHS NUMBERED] Which arrangement best supports the most logical order?

Grades 9–10 English Language Arts

Writing		9-10.W.3.A.b
3 A MLS b	Approaching the Task as a Reader Revise and Edit Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will review, revise, and edit writing with consideration for the task, purpose, and audience. The student will choose precise language to reflect an understanding of how language contributes to meaning in a piece of writing. The student will make syntactical choices to reflect an understanding of how language contributes to meaning in a piece of writing.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced Performance Event
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> A student is writing a narrative for a creative writing class assignment. Read an excerpt from the draft and answer the question that follows. [STUDENT TEXT] Which revision to the underlined sentence uses the most precise language? A student is writing a narrative about [TOPIC]. The student has given the first paragraph to the teacher, who suggested the student continue writing, including details in the narrative. Read the draft and the directions that follow. [STUDENT TEXT] Rewrite the paragraph using appropriate narrative strategies such as the inclusion of dialogue and vivid descriptions.

Grades 9–10 English Language Arts

A student is writing an explanatory essay about [TOPIC]. Read the draft and the directions that follow. [STUDENT TEXT] The student wants to revise the underlined sentences to elaborate on the topic in a way that is consistent with the overall tone and style.

Part A: Which sentence is the best revision for the first underlined sentence?

Part B: Which sentence is the best revision for the second underlined sentence?

Read the paragraphs from a student's draft. [DRAFT EXAMPLE] What are more concrete or specific words to replace the two underlined words?

Which revision of the sentence uses parallel structure correctly?

Grades 9–10 English Language Arts

Writing		9-10.W.3.A.c
3 A MLS c	Approaching the Task as a Reader Revise and Edit Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 1
The student will review, revise, and edit writing with consideration for the task, purpose, and audience. The student will demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation within a piece of writing.		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
On a large-scale assessment, this expectation can be assessed only through a writing prompt.		

Grades 9–10 English Language Arts

Writing		9-10.W.3.A.d
3	Approaching the Task as a Reader	
A	Revise and Edit	
MLS	Review, revise, and edit writing with consideration for the task, purpose, and audience.	
d	Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.		2
The student will use a variety of appropriate transitions to clarify relationships within a piece of writing.		<u>Item Format</u>
The student will use a variety of appropriate transitions to connect ideas and claims within a piece of writing.		Selected Response Constructed Response Technology Enhanced Performance Event
The student will use a variety of appropriate transitions to signal time shifts within a piece of writing.		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
		A student is writing an essay. Read the excerpt from the draft and complete the task that follows. Choose the transition sentence that would improve the transition between the first and second paragraphs.
		Read these sentences from the essay. [SENTENCES] Which transitional word or phrase replaces the underlined word without changing the meaning of the sentence?

Grades 9–10 English Language Arts

Writing		9-10.W.3.A.e
3 A MLS e	<p>Approaching the Task as a Reader</p> <p>Revise and Edit</p> <p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>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.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>The student will use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p> <p>The student will use technology, including the Internet, to take advantage of technology’s capacity to link to other information.</p> <p>The student will use technology, including the Internet, to display information flexibly and dynamically.</p>		2
		<u>Item Format</u>
		Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Although this falls outside the parameters of a large-scale assessment, a student digital writing portfolio could assess this expectation. Emphasis should be placed on the student’s process through collection, selection, and reflection over time.</p>		

Grades 9–10 English Language Arts

Speaking and Listening		9-10.SL.1.A
1 A MLS	<p>Collaborating Conversations</p> <p>Work with peers to set rules for collegial discussions and decision-making, clear goals, deadlines, and individual roles as needed.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will work with peers to set rules for collegial discussions.</p> <p>The student will work with peers to set rules for decision making.</p> <p>The student will work with peers to set clear goals.</p> <p>The student will work with peers to set deadlines.</p> <p>The student will work with peers to set individual roles as needed.</p>		3
		<u>Item Format</u>
		Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Locally assessed		

Grades 9–10 English Language Arts

Speaking and Listening		9-10.SL.1.B
1 B MLS	Collaborating Questioning Delineate a speaker’s argument and claims, evaluating the speaker’s point of view, reasoning, and evidence in order to propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will delineate a speaker’s argument and claims.</p> <p>The student will evaluate the speaker’s point of view, reasoning, and evidence in order to propel conversations.</p> <p>The student will pose and respond to questions that relate the current discussion to broader themes or larger ideas.</p> <p>The student will pose and respond to questions that actively incorporate others into the discussion.</p> <p>The student will pose and respond to questions that clarify, verify, or challenge ideas and conclusions.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced Performance Event
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> What is one claim the speaker makes in his or her listening passage/presentation? The first claim the speaker delineates is . . . Which ideas are supported in the passage? [can be technology enhanced]

Grades 9–10 English Language Arts

Which main idea is best supported by the passage?

Which statement from the listening passage/presentation describes . . .

Which statements best describe the purpose of the listening passage/presentation? Choose two answers.

Which statement best describes the purpose of the presentation?

Which piece of evidence best supports the speaker's claim? [EBSR]

After listening to the passage/presentation, which questions could you ask to challenge/extend the speaker's conclusion?

Grades 9–10 English Language Arts

Speaking and Listening		9-10.SL.1.C
1 C MLS	Collaborating Viewpoints of others Respond thoughtfully to diverse perspectives including those presented in diverse media, summarize points of agreement and disagreement, resolve contradictions when possible, and determine what additional information or research is needed.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will respond thoughtfully during collaboration to diverse perspectives, including those presented in diverse media. The student will summarize points of agreement and disagreement during collaboration. The student will resolve contradictions during collaboration when possible. The student will determine what additional information or research is needed during collaboration.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
This expectation can be only partially assessed on a large-scale assessment.		Which statement would each speaker agree with? [TWO COLUMNS: AGREE; DISAGREE] What additional information or research is needed to further strengthen the author’s claim?

Grades 9–10 English Language Arts

Speaking and Listening		9-10.SL.2.A
2 A MLS	<p>Presenting</p> <p>Verbal Delivery</p> <p>Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will speak audibly and to the point.</p> <p>The student will use conventions of language as appropriate to task, purpose, and audience when presenting.</p> <p>The student will use appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.</p> <p>The student will avoid verbal filler that might be distracting to listeners.</p>		2
		<u>Item Format</u>
		Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Locally assessed		

Grades 9–10 English Language Arts

Speaking and Listening		9-10.SL.2.B
2 B MLS	Presenting Nonverbal Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners; avoid body language or mannerisms that might be distracting to the audience.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
The student will make consistent eye contact with a range of listeners when speaking. The student will use effective gestures to communicate a clear viewpoint and engage listeners. The student will avoid body language or mannerisms that might be distracting to the audience.		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Locally assessed		

Grades 9–10 English Language Arts

Speaking and Listening		9-10.SL.2.C
2 C MLS	Presenting Multimedia Plan and deliver appropriate presentations concisely and logically based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 4
<p>The student will plan and deliver appropriate presentations concisely and logically based on the task, audience, and purpose.</p> <p>The student will make strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Locally assessed		