

**ELAGSE in 9<sup>th</sup> and 10<sup>th</sup> ELA  
Assessment Examples**

<b>Reading Literature</b>	<b>Reading Informational</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
<a href="#">ELAGSE9-10RL1</a>	<a href="#">ELAGSE9-10RI1</a>	<a href="#">ELAGSE9-10W1</a>	<a href="#">ELAGSE9-10SL1</a>	<a href="#">ELAGSE9-10L1</a>
<a href="#">ELAGSE9-10RL2</a>	<a href="#">ELAGSE9-10RI2</a>	<a href="#">ELAGSE9-10W1a</a>	<a href="#">ELAGSE9-10SL1a</a>	<a href="#">ELAGSE9-10L1a</a>
<a href="#">ELAGSE9-10RL3</a>	<a href="#">ELAGSE9-10RI3</a>	<a href="#">ELAGSE9-10W1b</a>	<a href="#">ELAGSE9-10SL1b</a>	<a href="#">ELAGSE9-10L1b</a>
<a href="#">ELAGSE9-10RL4</a>	<a href="#">ELAGSE9-10RI4</a>	<a href="#">ELAGSE9-10W1c</a>	<a href="#">ELAGSE9-10SL1c</a>	<a href="#">ELAGSE9-10L2</a>
<a href="#">ELAGSE9-10RL5</a>	<a href="#">ELAGSE9-10RI5</a>	<a href="#">ELAGSE9-10W1d</a>	<a href="#">ELAGSE9-10SL1d</a>	<a href="#">ELAGSE9-10L2a</a>
<a href="#">ELAGSE9-10RL6</a>	<a href="#">ELAGSE9-10RI6</a>	<a href="#">ELAGSE9-10W1e</a>	<a href="#">ELAGSE9-10SL2</a>	<a href="#">ELAGSE9-10L2b</a>
<a href="#">ELAGSE9-10RL7</a>	<a href="#">ELAGSE9-10RI7</a>	<a href="#">ELAGSE9-10W2</a>	<a href="#">ELAGSE9-10SL3</a>	<a href="#">ELAGSE9-10L2c</a>
	<a href="#">ELAGSE9-10RI8</a>	<a href="#">ELAGSE9-10W2a</a>	<a href="#">ELAGSE9-10SL4</a>	<a href="#">ELAGSE9-10L2d</a>
<a href="#">ELAGSE9-10RL9</a>	<a href="#">ELAGSE9-10RI9</a>	<a href="#">ELAGSE9-10W2b</a>	<a href="#">ELAGSE9-10SL5</a>	<a href="#">ELAGSE9-10L3</a>
<a href="#">ELAGSE9-10RL10</a>	<a href="#">ELAGSE9-10RI10</a>	<a href="#">ELAGSE9-10W2c</a>	<a href="#">ELAGSE9-10SL6</a>	<a href="#">ELAGSE9-10L4</a>
		<a href="#">ELAGSE9-10W2d</a>		<a href="#">ELAGSE9-10L4a</a>
		<a href="#">ELAGSE9-10W2e</a>		<a href="#">ELAGSE9-10L4b</a>
		<a href="#">ELAGSE9-10W2f</a>		<a href="#">ELAGSE9-10L4c</a>
		<a href="#">ELAGSE9-10W3</a>		<a href="#">ELAGSE9-10L4d</a>
		<a href="#">ELAGSE9-10W3a</a>		<a href="#">ELAGSE9-10L5</a>
		<a href="#">ELAGSE9-10W3b</a>		<a href="#">ELAGSE9-10L5a</a>
		<a href="#">ELAGSE9-10W3c</a>		<a href="#">ELAGSE9-10L5b</a>
		<a href="#">ELAGSE9-10W3d</a>		<a href="#">ELAGSE9-10L6</a>
		<a href="#">ELAGSE9-10W3e</a>		
		<a href="#">ELAGSE9-10W4</a>		
		<a href="#">ELAGSE9-10W5</a>		
		<a href="#">ELAGSE9-10W6</a>		
		<a href="#">ELAGSE9-10W7</a>		
		<a href="#">ELAGSE9-10W8</a>		
		<a href="#">ELAGSE9-10W9</a>		
		<a href="#">ELAGSE9-10W10</a>		

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Standard	Example
<b>Reading Literature</b>	
<p>**Use the following passage from literature for the RL standards unless otherwise noted.</p> <p style="text-align: center;"><b>Why Some Flowers Bloom at Night</b></p> <p>1 When the earth was very young and all plants were just beginning to find their way, all flowers bloomed whenever they pleased. There were no rules about flowers waking up with the dawn and closing tightly at sunset. Day and night, all gardens bloomed equally.</p> <p>2 Sun and Moon were at odds often during that time. Sun didn't understand why Moon sometimes appeared during the day. Moon was unhappy because Sun ruled every day, but Moon could only appear on some nights. They tried to settle their differences themselves, but their talks always gave way to arguments.</p> <p>3 Sun's arguments revolved around his power. "I am much bigger than you, so I am more important. My heat makes the plants grow and the people happy. You should not be wandering into the sky during my time to shine," he said.</p> <p>4 Moon argued about fairness. "It's not right that you get so much time in the sky, and I get so little. Yes, you give heat to the world, but I supply it with coolness and fresh breezes, which give people relief from their cares. I deserve to travel the sky whenever I want to."</p> <p>5 The quarrelsome pair decided to submit their problem to a higher authority. Because they traveled through Sky, they asked for her advice.</p> <p>6 After listening to Sun and Moon, Sky was not certain what to do. "I think that you both make good points," she said. "But I cannot decide between you. Find another way to settle this."</p> <p>7 So Sun and Moon asked Clouds for advice. Clouds, too, stepped away from the problem. "No, we are not meant to be your judges. If we choose for Sun, Moon will never light our path during the night, and if we favor Moon, Sun will dry us up. Please find another way to settle your problem!"</p> <p>8 Sun and Moon were barely speaking to each other by now. They spent so much time fighting that they forgot their jobs, and the Earth became still and dark. The flowers could not bloom in the darkness. Finally, the plants on the Earth began to protest.</p> <p>9 "It's too cold here," said the marigolds.</p> <p>10 "Yes, we miss Sun," called out the roses.</p> <p>11 The tulips and daffodils also spoke for Sun, "Sun's warmth always wakes us up from our winter sleep."</p> <p>12 "That's true," said the four o'clocks, "but we miss the early moonlight."</p> <p>13 "And I always wait for the evening breezes to send my sweet scent out," said the evening primrose.</p> <p>14 One pale, nameless flower was most outspoken for Moon. "My silvery white flowers match the moon. I cannot imagine blooming if I cannot see the moon."</p> <p>15 Sun and Moon overheard the flowers' complaints. "Perhaps the flowers can help us settle our quarrel," they thought, so they asked the flowers to help them.</p> <p>16 "It is in our best interest to settle this quarrel," said a tall golden flower with a center full of seeds. The other flowers agreed. After listening to arguments for both Sun and Moon, the flowers decided they should vote on whether Sun or Moon should dominate the sky.</p> <p>17 The tall golden flower ran to the front of the meeting. "I will be happy to count the votes. Bloom right now if you favor Sun, and please hold your bloom while I count."</p> <p>18 Because the flowers had not bloomed for such a long time, most of them could hardly wait to show their petals. The meeting place burst into color, and the golden flower spent most of the day counting the blossoms. By the time the</p>	

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votes were all counted, most of the flowers were tired and wilting on their stems.

19 Finally, the tall golden flower asked the flowers that favored Moon to show their blossoms. Due to the lateness of the day, only a few flowers, including the pale, nameless flower, showed their support of Moon.

20 The tall golden flower rushed to tell Sun about the victory. “You shall rule the sky!” the flower exclaimed.

21 “Because you have given me such great news, you shall be my special flower. From today on, you shall be known as Sunflower,” said Sun. As Sun spoke, the flowers that had voted for Sun nodded their heads in victory. Sun thanked them and said, “You shall bloom all day long because of your loyalty to me.”

22 The flowers that voted for Moon gathered about him. “We are so sorry for your loss,” the nameless white flower said.

23 “Don’t worry,” said Moon. “I’ll stay out of Sun’s way most of the time, but I’ll find a way to show up in the daytime sky when I think he’s not looking. And as thanks for your faithfulness, all of you flowers shall bloom at night. And you, my special friend,” he said to the silvery white flower, “you shall be called Moonflower. I will bathe you with light that will show your beautiful color at its finest.”

24 And that is why most flowers bloom during the day, but some flowers bloom only at night.

<p><b>ELAGSE9-10RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b></p>	<p><b>**Which sentence from the text provides the best evidence that the election was unfair?</b>  A. “After listening to arguments for both Sun and Moon, the flowers decided they should vote on whether Sun or Moon should dominate the sky.  B. “The tall golden flower ran to the front of the meeting.”  C. “Due to the lateness of the day, only a few flowers, including the pale, nameless, flower showed their support of Moon.”  D. “From today on, you shall be known as Sunflower,” said the Sun.  <b>Answer: C</b></p>
<p><b>ELAGSE9-10RL2: Determine a theme or central idea of 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.</b></p>	<p><b>** How do the flowers help to develop the theme of democracy in the passage?</b>  A by showing loyalty to a single strong leader  B by representing the common people in a culture  C by forming an authority that makes decisions for others  D by representing opposite opinions for debate  <b>Answer: B</b></p>
<p><b>ELAGSE9-10RL3: 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.</b></p>	<p><b>**Which statement best describes the relationship between Sun and Moon?</b>  A. Both Sun and Moon recognize the strengths of each other.  B. Both Sun and Moon enjoy quarrelling with each other.  C. There is animosity between Sun and Moon.  D. Sun and Moon look for a way to settle their differences and succeed in finding a way that makes both of them happy.  <b>Answer: C</b></p>

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<p><b>ELAGSE9-10RL4: 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.)</b></p>	<p>Read the following paragraph. <i>Everyone could tell it had once been a huge tree. The roots at its base were as large as a grown person. When the tree died, someone had used a chainsaw to cut away most of the tree. All that was left was a <u>truncated</u> stump of wood. The stump made a picnic table that could seat eight people around it comfortably.</i></p> <p>Based on the paragraph, the word <u>truncated</u> means</p> <p>A modified B added C shortened D replaced <b>Answer: C</b></p>
<p><b>ELAGSE9-10RL5: 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.</b></p>	<p><b>**Which element of the passage contributes MOST to moving the plot forward?</b></p> <p>A the description of the setting B the narrator's commentary and conclusions C the dialogue between the characters D the main character's thoughts and feelings <b>Answer: C</b></p>
<p><b>ELAGSE9-10RL6: 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.</b></p>	
<p><b>ELAGSE9-10RL7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée de Beaux Arts" and Breughel's Landscape with the Fall of Icarus).</b></p>	
<p><b>ELAGSE9-10RL8: (Not applicable to literature)</b></p>	<p>None</p>
<p><b>ELAGSE9-10RL9: 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).</b></p>	

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### Assessment Examples

**ELAGSE9-10RL10: 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. By the end of grade 10, 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.**

Text complexity consists of three factors: quantitative evaluation, qualitative evaluation, and matching reader to text and task. The GSESS stretch lexile band for this level is 1050L to 1335L; however, it is noted that the Lexile measure is only the quantitative measure.

### Reading Informational Texts

#### from *The True Story of My Life*

*by: Hans Christian Anderson*

I was actually like a wild bird which is confined in a cage; I had the greatest desire to learn, but for the moment I floundered about, as if I had been thrown into the sea; the one wave followed another; grammar, geography, mathematics-I felt myself overpowered by them, and feared that I should never be able to acquire all these. The rector, who took a peculiar delight in turning everything to ridicule, did not, of course, make an exception in my case. To me he stood then as a divinity; I believed unconditionally every word which he spoke. One day, when I had replied incorrectly to his question, and he said that I was stupid, I mentioned it to Collin, and told him my anxiety, lest I did not deserve all that people had done for me; but he consoled me. Occasionally, however, on some subjects of instruction, I began to receive a good certificate, and the teachers were heartily kind to me; yet, notwithstanding that I advanced; I still lost confidence in myself more and more. On one of the first examinations, however, I obtained the praise of the rector. He wrote the same in my character-book; and, happy in this, I went a few days afterwards to Copenhagen. Goldberg, who saw the progress I had made, received me kindly, and commended my zeal; and his brother in Odense furnished me the next summer with the means of visiting the place of my birth, where I had not been since I left it to seek adventures. I crossed the Belt, and went on foot to Odense. When I came near enough to see the lofty old church tower, my heart was more and more affected; I felt deeply the care of God for me, and I burst into tears. My mother rejoiced over me. The families of Viersen and Goldberg received me cordially; and in the little streets I saw the people open their windows to look after me, for everybody knew how remarkably well things had fared with me; nay, I fancied I actually stood upon the pinnacle of fortune, when one of the principal citizens, who had built a high tower to his house, led me up there, and I looked out thence over the city, and the surrounding country, and some old women in the hospital below, who had known me from childhood, pointed up to me.

**ELAGSE9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

**\*\*Which excerpt from the passage supports the main idea of the passage?**

- A. My mother rejoiced over me.
- B. I was actually like a wild bird which is confined in a cage.
- C. The families of Viersen and Goldberg received me cordially.
- D. I looked out thence over the city, and the surrounding country, and some old women in the hospital below, who had known me from childhood, pointed up to me.

**ANSWER: D**

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<p><b>ELAGSE9-10RI2: 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.</b></p>	<p><b>**The BEST central idea for this passage would be:</b></p> <p>A. A bird in a cage cannot succeed.          B. Ridicule often pushes one to fail.          C. The road to success is not always easy.          D. Self-esteem is not connected to success.  <b>ANSWER: C</b></p>
<p><b>ELAGSE9-10RI3: 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.</b></p>	<p><b>**How does the author’s choice of words reflect the theme of the passage?</b></p> <p>A. He begins with words with negative connotations and changes to more positive ones.          B. He uses very sophisticated words throughout the passage.          C. He uses many words that are difficult to understand.          D. He uses informal words throughout the passage.  <b>ANSWER: A</b></p>
<p><b>ELAGSE9-10RI4: 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).</b></p>	<p><b>**Which excerpt from the passage uses figurative language?</b></p> <p>A. I was actually like a wild bird which is confined in a cage; I had the greatest desire to learn.          B. The rector, who took a peculiar delight in turning everything to ridicule, did not, of course, make an exception in my case.          C. One day, when I had replied incorrectly to his question, and he said that I was stupid.          D. The families of Iversen and Guldberg received me cordially; and in the little streets I saw the people open their windows to look after me, for everybody knew how remarkably well things had fared with me.  <b>ANSWER: A</b></p>
<p><b>ELAGSE9-10RI5: 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).</b></p>	
<p><b>ELAGSE9-10RI6: 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.</b></p>	<p><b>**In this passage, the author shares his early educational experiences to:</b></p> <p>A. point out how impressionable all of his friends were.          B. provide a reason for why he wanted to leave the church.          C. explain his decision to go back to his hometown and not return to school.          D. contrast an early feeling of failure with a later feeling of confidence.  <b>ANSWER: D</b></p>
<p><b>ELAGSE9-10RI7: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in print and multimedia), determining which details are emphasized in each account.</b></p>	<p><b>Read these two descriptions of a commencement speech by a student.</b></p> <p><b>From the local newspaper:</b>          The commencement ceremony featured a speech by class valedictorian Sandra Garza. The title of the address was “Grasping Our Past, Reaching Our Future.” Ms. Garza called upon her fellow students to remember their experiences at home and at school even as they prepare to embark on new adventures.</p> <p><b>From the student’s journal:</b>          I had planned my speech for months in advance. I practiced it obsessively for weeks. However, for a moment I forgot the entire thing! I stood up there and looked at the lights and just forgot everything. It upsets me just to think about it even now. Then I looked down at my</p>

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	<p>class. I could see many friends out there. I just took a moment and looked at them all. I felt calm. Then I started. The speech came back to me without even thinking about it.</p> <p><b>How does the tone of the newspaper description compare to that of the students journal?</b></p> <p>A. The tone in both the newspaper and journal is impartial.          B. The tone in both the newspaper and journal is frustrated.          C. The tone in the newspaper is objective; the tone in the journal is emotional.          D. The tone of the newspaper is brusque; the tone in the journal is enthusiastic.</p> <p><b>ANSWER: C</b></p>
<p><b>ELAGSE9-10RI8: 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.</b></p>	<p>Read the following paragraph.</p> <p>There is a new electronic application that just might save your life. It is an invisible bracelet. This is a Web-based virtual health registry that takes the idea of a medical alert bracelet into the world of modern technology. Through the Web site, a person can store basic health information and ten emergency contact numbers. The information can be accessed using a personal identification number (PIN) written on a wallet-sized card or on a sticker placed on a key chain. In the event of a sudden illness or an accident, emergency responders can ask the patient or search for this PIN, access the Web site, and input the number to obtain the patient’s health history. They can also use the PIN to notify emergency contacts of the incident. Despite potential privacy concerns, emergency responders advocate for the availability of this system to extend nationwide.</p> <p><b>Based on this paragraph, which statement is a false premise?</b></p> <p>A. There are virtually no drawbacks to widely offering this new electronic health registry.          B. The invisible bracelet system expands upon the idea of traditional medical alert jewelry.          C. Information from the registry alerts emergency responders to an existing medical condition.          D. Through the invisible bracelet system, emergency responders can notify relatives easily and quickly.</p> <p><b>ANSWER: A</b></p>
<p><b>ELAGSE9-10RI9: 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.</b></p>	

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<p><b>ELAGSE9-10RI10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction in the grades 9-10 text complexity band independently and proficiently.</b></p>	<p>Text complexity consists of three factors: quantitative evaluation, qualitative evaluation, and matching reader to text and task. The GSESS stretch lexile band for this level is 1050L to 1335L; however, it is noted that the Lexile measure is only the quantitative measure.</p>
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<p><b>Writing</b></p>	
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<p><b>ELAGSE9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p>	<p>An effective argument essay will do all of the following EXCEPT: A. Use the following text to address questions for this standard:</p>
<p><b>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.</b></p>	
<p><b>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.</b></p>	
<p><b>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.</b></p>	
<p><b>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</b></p>	
<p><b>e. Provide a concluding statement or section that follows from and supports the argument presented.</b></p>	

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<p><b>ELAGSE9-10W2: 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.</b></p>	<p>Use the following text to address questions for this standard:</p> <p align="center"><b>Vegetarian Pizza—A Healthy Alternative</b></p> <p><i>Eating healthy meals is easier than you may think! There are many healthy and nutritious meals that are easy to prepare. One great idea is to make a vegetarian pizza. There are many ingredients that can be used to make this wonderful treat. Fresh vegetables are, of course, the secret of this very special pizza, including zucchini and yellow squash, fresh sliced tomatoes, chopped garlic (if desired), or any other fresh vegetables of your choice. My brother thinks garlic is really nasty. When placed on prepared whole-wheat pizza crust spread with a vegetarian pizza sauce and sprinkled with low-fat mozzarella cheese, you have a healthy and nutritious alternative to many other pizzas that are high in calories and fat. The best thing about this meal is that it is delicious! Another great healthy meal is grilled chicken salad. Your vegetarian pizza will also contain excellent nutritional content.</i></p> <p><i>Per slice, your vegetarian pizza will contain approximately 320 calories, 5 grams of saturated fat, 23 mg of cholesterol, 220 mg of sodium, 37 grams of carbohydrate, and 16 grams of protein. As opposed to many other meal options, vegetarian pizza is a wise choice for anyone who is committed to good nutrition and a healthy body.</i></p>
<p><b>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.</b></p>	<p><b>Which statement BEST states the thesis of this passage?</b></p> <p>A One healthy meal choice is a vegetarian pizza.          B Healthy meals can be easy and delicious.          C Whole-wheat pizza dough is a healthy alternative.          D People should maintain a healthy diet.</p> <p><b>Answer: A</b></p>
<p><b>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.</b></p>	<p><b>Which sentence does NOT support the central idea of the passage?</b></p> <p>A "Eating healthy meals is easier than you may think!"          B "Fresh vegetables are, of course, the secret of this very special pizza, including zucchini and yellow squash, fresh sliced tomatoes, chopped garlic (if desired), or any other fresh vegetables of your choice."          C "Another great healthy meal is grilled chicken salad."          D "As opposed to many other meal options, vegetarian pizza is a wise choice for anyone who is committed to good nutrition and a healthy body."</p> <p><b>Answer: C</b></p>
<p><b>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.</b></p>	<p><b>Which sentence should be moved to the second paragraph and used as its topic sentence?</b></p> <p>A "Eating healthy meals are easier than you may think!"          B "There are many ingredients that can be used to make this wonderful treat."          C "When placed on prepared whole-wheat pizza crust spread with a vegetarian pizza sauce and sprinkled with low-fat mozzarella cheese, you have a healthy and nutritious alternative too many other pizzas that are high in calories and fat."          D "Your vegetarian pizza will also contain excellent nutritional content."</p> <p><b>Answer: D</b></p>

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<p><b>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</b></p>	
<p><b>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</b></p>	<p><b>Which sentence should be removed from the first paragraph to maintain a formal style?</b>  A. "Eating healthy meals is easier than you may think!"  B. "Fresh vegetables are, of course, the secret of this very special pizza, including zucchini and yellow squash, fresh sliced tomatoes, chopped garlic (if desired), or any other fresh vegetables of your choice."  C. "My brother thinks garlic is really nasty."  D. "As opposed to many other meal options, vegetarian pizza is a wise choice for anyone who is committed to good nutrition and a healthy body."  <b>Answer: C</b></p>
<p><b>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).</b></p>	<p><b>Which sentence would be the best sentence to conclude the second paragraph?</b>  A. Why not try a vegetarian pizza today?  B. There are many other healthy alternatives.  C. Regular exercise is another way to become healthy.  D. Have you ever eaten a healthy meal?  <b>Answer: A</b></p>
<p><b>ELAGSE9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b></p>	
<p><b>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.</b></p>	
<p><b>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</b></p>	
<p><b>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</b></p>	

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<p><b>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</b></p>	
<p><b>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</b></p>	
<p><b>ELAGSE9-10W4: 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.)</b></p>	<p><b>N/A</b> Students have opportunities to participate in writing throughout the course of the year.</p>
<p><b>ELAGSE9-10W5: 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.)</b></p>	<p><b>Questions on this standard will generally be based on a passage.</b></p> <p><b>What is the BEST way to revise this sentence?</b> <i>To meet our friends, my cousin and I went to the movies last night.</i></p> <p>A My cousin and I, last night, we went to the movies to meet our friends. B To meet our friends, last night my cousin and I went to the movies. C Last night, my cousin and I went to the movies to meet our friends. D My cousin and I, to meet our friends last night, we went to the movies. <b>Answer: C</b></p>
<p><b>ELAGSE9-10W6: 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.</b></p>	
<p><b>ELAGSE9-10W7: 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.</b></p>	<p><b>Maria is writing a research paper on the importance of a healthy diet. Which one of the four questions below should she probably address in organizing her paper?</b></p> <p>A. How many restaurants are there in the United States? B. What spices are most popular in foods around the world? C. What foods and food groups are considered by experts to be healthiest? D. How many pounds of meat does the average person consume in a year? <b>ANSWER: C</b></p>

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<p><b>ELAGSE9-10W8: 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.</b></p>	<p>Read this citation for a biography about Albert Einstein.</p> <p><i>Einstein: His Life and Universe</i>. New York: Simon &amp; Schuster, 2007.</p> <p>What error does the entry contain?</p> <p>A The title is incorrectly punctuated. B The name of the author is omitted. C The lines are incorrectly indented. D The date is in the wrong place.</p> <p>Answer: B</p>
<p><b>ELAGSE9-10W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p> <p><b>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]”).</b></p> <p><b>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”).</b></p>	
<p><b>ELAGSE9-10W10: 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.</b></p>	
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<p><b>ELAGSE9-10SL1: 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.</b></p>	
<p><b>a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</b></p>	
<p><b>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</b></p>	
<p><b>c. 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.</b></p>	
<p><b>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</b></p>	
<p><b>ELAGSE9-10SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</b></p>	

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<p><b>ELAGSE9-10SL3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</b></p>	
<p><b>ELAGSE9-10SL4: 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.</b></p>	
<p><b>ELAGSE9-10SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</b></p>	
<p><b>ELAGSE9-10SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)</b></p>	
<p><b>Language</b></p>	
<p><b>ELAGSE9-10L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p>	<p><b>Which sentence contains an error in verb usage?</b>            A “Most Americans, however, has not heard of Margaret Knight.”            B “An inventor working in the same time period, Knight created something many people also still use every day—the paper bag.”            C “When she was twelve years old, she is said to have created a stop mechanism for textile looms.”            D “Before her invention, paper bags were shaped like envelopes and could not stand up.”  <b>Answer: A</b></p>
<p><b>a. Use parallel structure.*</b></p>	<p><b>Which sentence displays correct parallel structure?</b>            A Growing the tomatoes required digging, weeding, and water.            B He told us which route to take and the route that should be avoided at all costs.            C The coach smiled at her, invited her to join the drill, and then she blew the whistle.            D High-tech sports fabrics wick moisture away, are color fast, and require no ironing.  <b>Answer: D</b></p>
<p><b>b. Use various types of phrases (noun, verb, adjectival, adverbial,</b></p>	<p><b>In which sentence is the phrase “on the porch” used as an adjective?</b></p>

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<p><b>participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</b></p>	<p>A On the porch is my favorite place to be.          B The children played on the porch.          C The dog on the porch scared me.          D I waited for him on the porch.  <b>Answer: C</b></p>
<p><b>ELAGSE9-10L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p>	<p><b>What is the correct way to write this sentence?</b></p> <p><i>Teresa studies for an hour, outlined her paper, and then taking a break.</i></p> <p>A Teresa studied for an hour, outlined her paper, and then had taking a break.          B Teresa studied for an hour, outlined her paper, and then takes a break.          C Teresa studied for an hour, outlined her paper, and then took a break.          D Teresa studied for an hour, outlined her paper, and then will take a break.</p> <p><b>Answer: C</b></p>
<p><b>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</b></p>	<p><b>Read the following sentences.</b></p> <p><i>Most Americans have heard of Alexander Graham Bell. He invented the telephone in 1876.</i></p> <p><b>Which shows the correct way to make a compound sentence from the first two sentences of the article?</b></p> <p>A Most Americans have heard of Alexander Graham Bell he invented the telephone in 1876.          B Most Americans have heard of Alexander Graham Bell—He invented the telephone in 1876.          C Most Americans have heard of Alexander Graham Bell; he invented the telephone in 1876.          D Most Americans have heard of Alexander Graham Bell, he invented the telephone in 1876.</p> <p><b>Answer: C</b></p>
<p><b>b. Use a colon to introduce a list or quotation.</b></p>	<p><b>Which revision of the following sentence shows correct usage?</b></p> <p><i>I want the following items from the store butter milk and bread.</i></p> <p>A I want the following items from the store: butter, milk, and bread.          B I want the following items from the store: butter; milk; and bread.          C I want the following items from the store, butter, milk, and bread.          D I want the following items: from the store butter, milk, and bread.</p> <p><b>Answer: A</b></p>
<p><b>c. Spell correctly.</b></p>	<p><b>Which of the underlined words in the following sentence is spelled incorrectly?</b></p> <p><i>Julie received the <u>invatation</u> to the party, but she decided to go to a different function.</i></p> <p>A received          B invatation          C decided          D different</p> <p><b>Answer: B</b></p>
<p><b>d. Produces legible work that shows</b></p>	<p><b>Which of the following sentences is correct?</b></p>

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<p><b>accurate spelling and correct use of the conventions of punctuation and capitalization.</b></p>	<p>A "Great to see you, Tracey! The coach said. Looks like you've mastered those crutches".          B "Great to see you, Tracey!" the coach said. "Looks like you've mastered those crutches."          C "Great to see you, Tracey!" the coach said. "Looks like you've mastered those crutches".          D "Great to see you, Tracey! the coach said." Looks like you've mastered those crutches."</p> <p><b>Answer: B</b></p>
<p><b>ELAGSE9-10L3: 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.</b></p> <p><b>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.</b></p>	
<p><b>ELAGSE9-10L4: 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.</b></p>	
<p><b>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.</b></p>	<p>Based on the following sentence, what is the meaning of the word</p>
<p><b>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</b></p>	

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<p><b>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.</b></p>	<p>Read this dictionary entry. drive (n) 1. a trip or journey in a vehicle 2. focused energy and motivation 3. the means by which power is transferred in an engine 4. a strong, organized group effort</p> <p>Which definition gives the correct meaning for the word drive as it is used in the sentence from the passage?</p> <p><i>Keesha wanted Tara on her team, but she wasn't sure her friend had the drive necessary to stick with such a challenging project.</i></p> <p>A. Definition 1 B. Definition 2 C. Definition 3 D. Definition 4</p> <p>In the context of this sentence, drive means personal motivation and energy, so B is the correct choice. The other choices suggest different uses/meanings of the word.</p>
<p><b>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).</b></p>	
<p><b>ELAGSE9-10L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p>	<p>Read the following sentence. <i>Major changes can be disturbing, but if one looks at the changes as a new <u>chance</u>, then the adjustment is likely to be easier.</i></p> <p><b>Which word is a more precise replacement for <u>chance</u> in the sentence above?</b></p> <p>A. interest B. opportunity C. outlook D. turn</p> <p><b>Answer: B</b></p>
<p><b>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</b></p>	<p><b>Which word or phrase BEST completes this simile?</b> <i>The airplane fell from the sky like _____.</i></p> <p>A. nightmares B. a dive-bombing falcon C. screaming cries for help D. a hot potato out of a cook's hand</p> <p><b>ANSWER: D</b></p>
<p><b>b. Analyze nuances in the meaning of words with similar denotations.</b></p>	<p><b>What would be the most accurate synonym for the word <u>sinewy</u> in the following sentence?</b> <i>As he worked out, his <u>sinewy</u> muscles began to bulge and contract with the grace of a true body builder.</i></p> <p>A. beautiful B. flabby C. lean D. well-defined</p> <p><b>ANSWER: D</b></p>

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**ELAGSE9-10L6: 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.**

N/A