This document merges two DESE documents: the Grades 9-10 portion of the English Language Arts 6-12 Missouri Learning Standards and MLS Expectations Terminology 6-12. (Updated 6/2020)

	MLS Expectation	Explanation	Example
Reading Literary Text			
Comprehend and Interpret Texts (Approaching Texts as a Reader): Evidence/Inference			
9-10.RL.1.A	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.	Draw Conclusions vs. Infer As presented in the expectations listed, to infer means to use inferential thinking to 1. make logical assumptions about information not directly stated in text; 2. draw logical conclusions supported by textual evidence; 3. make logical predictions based on the textual evidence. The relationship between "infer" and "draw a conclusion" is often confused. One has to use inferencing (inferential thinking) to draw a conclusion. One reason for the confusion between the two terms may be the lack of understanding that inferencing occurs at varied degrees of difficulty. Difficult inferences may occur for any of the following reasons: supporting	Draw Conclusions vs. Infer After reading a story about a high school football player, students were asked the following question: Was Joe injured in the football game? Yes or no? Because the text never directly states that Joe was injured, the students have to use evidence from the text as a basis to infer either "yes" or "no." After reading an article that describes unique adaptations made by living organisms to survive adverse conditions, students were asked to tell the central idea of the article. Because the central idea is not directly stated, students had to consider evidence presented throughout the article and use inferential thinking to arrive at a logical conclusion about the central idea.

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		evidence presented within the text is limited, the ideas are not presented in a straightforward manner or all or multiple portions of the text have to be considered to arrive at a logical assumption. Less difficult inferences may occur for any of the following reasons: there is ample supporting evidence present within the text, the ideas are presented in a literal and straightforward manner or a small portion of text has to be considered to arrive at a logical assumption. **Citing Textual Evidence** Students quote, paraphrase, summarize and/or make brief reference to information from texts/source materials to support their thinking, ideas or answers. When forming answers, students should provide attribution or make reference to the text/source from which the supporting evidence was found. (Citing, as used in the expectation, does not refer to formal parenthetical documentation.)	After reading an article about various problems with landfills and descriptions of solutions that have proven unsuccessful, students were given a choice between making a prediction as to what might happen if a solution is not found or describing a logical next stop or solution. In either case, the student must use inferential thinking and evidence throughout the article to arrive at a logical response (draw a conclusion). **Citing Textual Evidence** Student response citing textual evidence: *I think the theme of the story is life doesn't always turn out as expected. The author conveys this theme in the third paragraph when he describes how surprised John was when he lost the tournament. Additionally, in the concluding paragraph, the author makes the statement that life sometimes has unexpected twists and turns.*
Comprehend and Interpret Texts (Approaching Texts as a Reader): Word Meanings			
9-10.RL.1.B	Determine the meaning of words and phrases as they are used in the text,	Figurative Language	

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	including figurative and connotative meanings using context, affixes or reference materials.	*(In the ELA K-5 MLS, see sections K-5.R.1.B/Reading Poetry in K-5 expectations for delineation of figurative language taught at each grade level; figurative language taught during grades 6-12 should expand upon what was taught during grades K-5.)*	
Comprehend and Interpret Texts (Approaching Texts as a Reader): Text Features			
9-10.RL.1.C	Interpret visual elements of a text and draw conclusions from them (when applicable).	Visual Elements of a Text Visual elements such as illustrations, graphs/charts, maps, photos, clip art, etc. are used by authors to help clarify ideas, allow the reader to follow the argument, share information or provide data. In some texts, visual elements present information that is not found elsewhere in the text and must be carefully analyzed in order to gain full understanding of the text as a whole.	Visual Elements of a Text Literary text example: A graphic novel, such as *Maus* by Art Spiegelman, utilizes both written language and drawings (visual elements) to communicate its message and develop character.
Comprehend and Interpret Texts (Approaching Texts as a Reader): Summarize/Theme			
9-10.RL.1.D	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.		

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Analyze Craft and Structure (Approaching Texts as a Writer): Structure			
9-10.RL.2.A	Analyze how an author's choices concerning how to structure a text, order events or manipulate time impact the reader.	**Text's Form/Structure** The internal organization of literary or informational texts. Literary texts typically have literary elements such as characters, setting, problem/solution and plot that are organized to allow the series of events to unfold in a dramatic way. Events may unfold in sequence, or events may be presented out of order via the use of flashbacks or visionary experiences.	**Text's Form/Structure** Literary text example: John Steinbeck's *The Grapes of Wrath* employs a structure in which narrative and descriptive chapters alternate, the descriptive chapters providing context for the narrative of the Joad family.

Analyze Craft and Structure (Approaching Texts as a Writer): Point of View			
9-10.RL.2.B	Analyze how point of view is reflected in the characters, setting and plot.	**Point of View (as Perspective)** *Note: Missouri testing precedent shows that the term point of view is used synonymously with the term* perspective. In literary text, point of view/perspective is how the narrator perceives what is happening in the story.	**Point of View (as Perspective)** Literary text example: In *To Kill a Mockingbird*, the point of view/perspective of Scout (the narrator) is that of a naïve child who is troubled by the attitudes and actions of many of the adults who inhabit the small Alabama town of Maycomb.

Analyze Craft and Structure (Approaching Texts as a Writer): Craft and Meaning			
9-10.RL.2.C	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.		

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Analyze Craft and Structure (Approaching Texts as a Writer): Interaction and Meaning

9-10.RL.2.D	Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.		

Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Text in Forms

9-10.RL.3.A	Analyze multiple performances of a story, drama or poem, evaluating how each version interprets the source text.		

Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Relationships in Texts

9-10.RL.3.B	Explain how and why an author alludes to or transforms source material within his or her text.		

Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Historical Context

9-10.RL.3.C	Analyze how multiple texts reflect historical and/or cultural contexts.		

Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Comprehension

9-10.RL.3.D	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.		

Reading Informational Text

Comprehend and Interpret Texts (Approaching Texts as a Reader): Evidence/Inference

9-10.RI.1.A	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.	Draw Conclusions vs. Infer As presented in the expectations listed, to infer means to use inferential thinking to 4. make logical assumptions about information not directly stated in text; 5. draw logical conclusions supported by textual evidence; 6. make logical predictions based on the textual evidence. The relationship between "infer" and "draw a conclusion" is often confused. One has to use inferencing (inferential thinking) to draw a conclusion. One reason for the confusion between the two terms may be the lack of understanding that inferencing occurs at varied degrees of difficulty. Difficult inferences may occur for any of the following reasons: supporting evidence presented within the text is limited, the ideas are not presented in a straightforward manner or all or multiple portions of the text have to	Draw Conclusions vs. Infer After reading a story about a high school football player, students were asked the following question: Was Joe injured in the football game? Yes or no? Because the text never directly states that Joe was injured, the students have to use evidence from the text as a basis to infer either "yes" or "no." After reading an article that describes unique adaptations made by living organisms to survive adverse conditions, students were asked to tell the central idea of the article. Because the central idea is not directly stated, students had to consider evidence presented throughout the article and use inferential thinking to arrive at a logical conclusion about the central idea. After reading an article about various problems with landfills and descriptions of solutions that have proven unsuccessful, students were given a choice between making a prediction as to what might happen

| | | be considered to arrive at a logical assumption.

Less difficult inferences may occur for any of the following reasons: there is ample supporting evidence present within the text, the ideas are presented in a literal and straightforward manner or a small portion of text has to be considered to arrive at a logical assumption. | if a solution is not found or describing a logical next stop or solution. In either case, the student must use inferential thinking and evidence throughout the article to arrive at a logical response (draw a conclusion). |
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| | | Citing Textual Evidence
Students quote, paraphrase, summarize and/or make brief reference to information from texts/source materials to support their thinking, ideas or answers. When forming answers, students should provide attribution or make reference to the text/source from which the supporting evidence was found. (Citing, as used in the expectation, does not refer to formal parenthetical documentation.) | Citing Textual Evidence
Student response citing textual evidence: *I think the central idea of the article is life doesn't always turn out as expected. The author conveys this theme in the third paragraph when he describes how surprised John was when he lost the tournament. Additionally, in the concluding paragraph, the author makes the statement that life sometimes has unexpected twists and turns.* |

Comprehend and Interpret Texts (Approaching Texts as a Reader): Word Meanings

9-10.RI.1.B	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.	Figurative Language *(In the* ELA K-5 MLS, *see sections K-5.R.1.B/Reading Poetry in K-5 expectations for delineation of figurative language taught at each grade level; figurative language*	

		taught during grades 6-12 should expand upon what was taught during grades K-5.)	

Comprehend and Interpret Texts (Approaching Texts as a Reader): Text Features

| 9-10.RI.1.C | Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable). | **Visual Elements of a Text**
Visual elements such as illustrations, graphs/charts, maps, photos, clip art, etc. are used by authors to help clarify ideas, allow the reader to follow the argument, share information or provide data. In some texts, visual elements present information that is not found elsewhere in the text and must be carefully analyzed in order to gain full understanding of the text as a whole.

Media/Medium/Mediums
A channel or system of communication, information or entertainment; varied ways for authors/creators to share ideas and messages with readers and/or viewers. | **Visual Elements of a Text**
Informational text example: Magazines, such as *National Geographic*, often contain photos and charts to enhance or supplement the information in the articles.

Media/Medium/Mediums
Mediums include (but are not limited to) written prose, poems, dramas, journals, live performances or dramas, films, videos, painting, sculptures, posters, charts, etc. The medium that is used shapes the way in which a reader receives the message (i.e., the same narrative presented as a prose novel vs. a film will impact the reader differently due to the different ways in which the reader interacts with each text and the different production techniques that are present in each medium). |

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Comprehend and Interpret Texts (Approaching Texts as a Reader): Summarize/Claim			
9-10.RI.1.D	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.		
Analyze Craft and Structure (Approaching Texts as a Writer): Structure			
9-10.RI.2.A	Analyze how an author's choices concerning how to structure a text or sequence information impact the reader.	Text's Form/Structure The internal organization of literary or informational texts. Authors of informational texts use a structure that best conveys information or ideas. A nonfiction text can have one overall text structure or several different text structures. Examples of types of text structure include sequential, problem/solution, cause/effect, description, compare/contrast and classification.	Text's Form/Structure Informational text example: A social studies textbook chapter may be written in chronological order but may contain a paragraph that explains a cause-and-effect relationship within that chronology.
Analyze Craft and Structure (Approaching Texts as a Writer): Point of View			
9-10.RI.2.B	Analyze how an author uses rhetoric to advance point of view or purpose.	Point of View (as Perspective) *Note: Missouri testing precedent shows that the term* point of view *is used synonymously with the term* perspective.	Point of View (as Perspective) Informational text example: Susan Cain, in her book *Quiet*, champions the important role introverts play in a society that increasingly values collaboration among extroverts.

Analyze Craft and Structure (Approaching Texts as a Writer): Craft and Meaning

9-10.RI.2.C	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.		

Analyze Craft and Structure (Approaching Texts as a Writer): Argument/Evidence

9-10.RI.2.D	Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	**Fallacious Reasoning** Faulty or flawed reasoning or logic; common logical fallacies include, but are not limited to, dogmatism, overgeneralization, faulty analogy, circular reasoning and bandwagon.	**Fallacious Reasoning** *Joseph Spencer must be the most qualified candidate for the office because 75 percent of registered voters plan to vote for him.* This example uses the bandwagon approach to convince others to do something because everyone else is doing it. In other words, you should do it, too, or you will be left out.

Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Texts/Forms

9-10.RI.3.A	Analyze how similar ideas or topics are portrayed in different media formats.	**Media/Medium/Mediums** A channel or system of communication, information or entertainment; varied ways for authors/creators to share ideas and messages with readers and/or viewers.	**Media/Medium/Mediums** Mediums include (but are not limited to) written prose, poems, dramas, journals, live performances or dramas, films, videos, painting, sculptures, posters, charts, etc. The medium that is used shapes the way in which a reader receives the message (i.e., the same narrative presented as a prose novel vs. a film will impact the reader differently due to the different ways in which the

			reader interacts with each text and the different production techniques that are present in each medium).

Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Relationships/Texts

9-10.RI.3.B	Evaluate how effectively two or more texts develop similar ideas/topics.		

Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Historical Context

9-10.RI.3.C	Analyze how multiple texts reflect the historical and/or cultural contexts.		

Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Comprehension

9-10.RI.3.D	Read and comprehend informational text independently and proficiently.		

Writing

Approaching the Task as a Researcher: Research

9-10.W.1.A	a. 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	Credibility The accuracy, reliability and trustworthiness of sources.	Credibility A student searching for an anecdotal example to use as an introduction for an expository essay on foster care and adoption could find credible examples in magazine and newspaper articles that have been vetted by databases (SIRS, EBSCO, CQ Researcher, etc.). On the other hand,

	using a standard citation system.		compelling anecdotes that appear on an online blog may or may not be true; their credibility is questionable.
	b. 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.	Integrate Information Effectively combine and organize relevant information from multiple sources to develop a topic, answer a question or prove a point. Standard Citation System Means for providing consistent, formal references to sources.	Integrate Information A student wants to make the point that climate change is caused by using fossil fuels; the student combines critical pieces of relevant information from three different sources to support the claim. Standard Citation System The most common citation systems are American Psychological Association (APA), Modern Language Association (MLA), Chicago Manual of Style (CMOS/Chicago) and Turabian. It is not necessary for students to *memorize* a specific style (MLA, APA, etc.); students should instead know how to *use* whichever style manual/guide is required for a particular research assignment.
		Advanced Searches Skilled research or inquiry done accurately, effectively and at a high level of sophistication. Researchers use discretionary techniques and digital tools to filter the sources they	Advanced Searches A researcher may filter sources using discretionary techniques such as keywords or phrases, author, publication date, reading level, website credibility, etc. A highly effective researcher utilizes

		choose to examine based on specific search criteria.	techniques that have the potential to yield the most relevant, credible information.
		Standard Format for Citation Citation formats or styles differ mostly in the location, order and syntax of information about references. There are two major divisions within most citation styles**: documentary-note style** and **parenthetical style**. **Documentary-note style** involves using either footnotes or endnotes so that information about sources is readily available to readers but does not interfere with their reading of the work. **Parenthetical style** is generally considered an abbreviated form of citation and does not require footnotes or endnotes. Source information is provided within the written text, and a "Works Cited" page is located at the end of the paper.	Standard Format for Citation Sample parenthetical style within the written text: Professor Scott asserts that "environmental reform in Alaska in the 1970s accelerated rapidly with the pipeline expansion" (Scott 23).

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Approaching the Task as a Writer: Development

9-10.W.2.A	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	Writing Process Steps taken to compose and publish a piece of writing.	Writing Process Possible writing process: 1. Pre-writing 2. Drafting 3. Revising 4. Editing 5. Publishing

	learned narrative, expository and argumentative writing techniques.	**Voice** The distinctive style or manner of expression developed through choices in diction, syntax, literary techniques, etc. that conveys the writer's/speaker's attitude (tone) or personality.	**Voice** In his "I Have a Dream" speech, Dr. Martin Luther King, Jr., uses extended metaphor to create a tone of urgent hope: "We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we've come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice."
		Blend Combine techniques of narrative, expository and/or argumentative writing within a single piece of writing.	**Blend** Within an argumentative essay, a student might choose to write an anecdotal hook as an introduction (narrative) and include well-developed informative paragraphs as evidence (expository).

Approaching the Task as a Reader: Revise and Edit

9-10.W.3.A	Review, revise and edit writing with consideration for the task, purpose and audience. a. 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	**Conventions of Standard English** *(See Language strand in K-5 expectations for delineation of which conventions are taught at each grade level; conventions taught during grades 6-12 should expand upon what was taught during grades K-5.)*	

	and demonstrate an awareness of audience by making choices regarding organization and content. b. Word choice, syntax and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning. c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts. e. 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.	Display Information Flexibly and Dynamically To ensure written products are presented in a compelling and dynamic manner, a student needs to remain flexible and open minded in the use of multimedia features. When deciding which media features to use and the best way to present or display information, the student needs to consider two key elements: audience and purpose.	Display Information Flexibly and Dynamically A group of students choose to publish their informational article about rock bands of the 1990s on a website primarily viewed by teens. The students decide to embed pictures of four rock bands within the article. They record short audio clips from hit songs from each band. When the reader clicks on a picture of a band, the audio clip plays.

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Speaking and Listening

Collaborating: Conversation

9-10.SL.1.A	Work with peers to set rules for collegial discussions and decision making, clear goals, deadlines and individual roles as needed.		

Collaborating: Questioning

9-10.SL.1.B	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.		

Collaborating: Viewpoints of Others

9-10.SL.1.C	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.	Diverse Media *Diverse media* in the Speaking and Listening strand refers to media that require listening. They contain an auditory component such as oral presentations, live discussions or performances as well as video or auditory recordings.	Diverse Media A student listens to a recorded excerpt of a debate between presidential candidates followed by watching an excerpt from a televised newscast about the debate. Based on what the student heard in the sound recording of the debate and the newscast about the debate, the

			student listens for media bias in the newscast.

Presenting: Verbal Delivery

9-10.SL.2.A	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.	**Conventions of Language as Appropriate to Task** Conventions of language when speaking means a standard way to express oneself in a manner that meets people's expectations and helps ensure spoken utterances are received and understood. Observing standard conventions of language when speaking includes proper grammar, usage and sentence construction. Conventions of language are critical to ensure the spoken message conveys the same as what the listener understands. Note: There are times when standard conventions might be deliberately ignored to bring about a desired effect or better address the needs of the audience. **Verbal Filler** Unnecessary, often distracting words or utterances used to fill pauses.	**Conventions of Language as Appropriate to Task** We commonly agree that in most cases a "sentence" in speaking consists of a complete thought and that it will have certain parts (at minimum a subject and a verb). The choice of whether to speak using a particular dialect, to include slang or jargon or to strictly adhere to conventions of standard English should be considered based on the audience and purpose/task. For example, the President of the United States would use formal conventions when addressing Congress but would use more relaxed conventions when addressing voters at a casual campaign event. **Verbal Filler** *Um*, *er*, *like*, *well*, etc.

Presenting: Nonverbal

9-10.SL.2.B	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.		
Presenting: Multimedia			
9-10.SL.2.C	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.		