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**Mississippi Assessment Program  
(MAP)**

**English II Blueprint Interpretive Guide**

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**State Superintendent of Education**

**Mississippi Assessment Program  
English II Blueprint Interpretive Guide**

## A Joint Publication

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# Mississippi Assessment Program English II Blueprint Interpretive Guide

## **1.0 Purpose Statement**

Test blueprints contain information about individual tests, including the number of test items and the number of points for each test item. In addition, test blueprints identify the number of test item types: performance task (PT), closed-ended, and open-ended. Blueprints serve as a guide for test developers to create/select test questions and construct test forms. They are used throughout the life cycle of the testing program to design the test forms for each administration.

## **1.1 Blueprint Design Overview**

The Mississippi Assessment Program (MAP) Blueprint (Appendix A) for the 2015-16 English II End-of-Course Assessment (EOC) details the alignment to the 2014 Mississippi College- and Career-Readiness Standards (MS CCRS) for English Language Arts (Appendix B) and the assessment. (<http://www.mde.k12.ms.us/ESE/ELA>) The standards are divided into four strands:

- Reading Literature,
- Reading Informational Text,
- Writing, and
- Language.

Under each of these strands, the Blueprint delineates which standards will be measured by the assessment. The Blueprint includes the item types that will appear on the assessment. The Blueprint details a numerical range of items that will appear per standard and provides a numerical range of items per item type including:

- a) closed-ended items,
- b) open-ended items, and
- c) performance tasks.

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Additionally, more detailed information about the MAP assessment can be found in the MAP Technical Guide (publication date 2016).

**Table 1.2 Interpreting the Blueprint**

|         | Column<br>A   | Column<br>B              | Column<br>C      | Column<br>D    | Column<br>E     | Column<br>F    |
|---------|---|--------------------------|------------------|----------------|-----------------|----------------|
| Row # 1 | Strand  | Performance<br>Task (PT) | Closed-<br>ended | Open-<br>ended | Total<br>#Items | Total<br>#Pts. |
| Row # 2 | <i>Reading Literature</i>   | 0                        | 14               | 3              | 17              | 20             |
| Row # 3 | <b>RL.10.1</b> - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  | 0                        | 1-2              | 0-1            | 1-3             |                |
| Row # 4 | <b>RL.10.2</b> - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | 0                        | 2-3              | 0-1            | 2-3             |                |
| Row # 5 | <b>RL.10.3</b> - Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.   | 0                        | 1-2              | 0-1            | 2-3             |                |

- Row # 1 includes:
  - headings that show the strand,
  - item type,
    - Performance Tasks,
    - Closed-ended items, and
    - Open-ended items.
  - Total number of items, and
  - Total number of points.
  - Row # 2

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- identifies the first of the four strands.
- The four strands are delineated by bold and italicized print.
- Column A identifies
  - the strand to be assessed.
  - the individual standard to be assessed.
- Columns B-D
  - details the numerical range of items per item type that will appear on the assessment.
- Column E
  - provides the reader with the numerical range of total items per standard.
- Column F
  - provides a numerical range of the total number of points assessed per standard.

### **1.3 Total Number of Points**

The total number of items and the total number of points assessed per strand and standard are different because items are worth either one point or two points. Items that require students to complete a single interaction per item are worth one point. Items that require students to complete two or more interactions per item will be worth two points. A closed-ended item with a single interaction (students select one answer from four possible answer choices) is worth one point. An open-ended, multiple choice item with a Part A and a Part B requires students to complete two interactions with the item (choosing an answer to Part A and choosing another answer to Part B) is worth two points. An open-ended, technology-enhanced item that asks students to drag-and-drop responses into a table and requires students to complete multiple interactions in the item is worth two points. Partial credit is available for all two-point items.

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## **1.4 Item Types**

### **1.4.1 Performance Task**

The Performance Task for English Language Arts is a text-based extended written response to a writing prompt. Students will read a text and respond to a prompt using evidence from the text. The extended responses will be human scored using a rubric. The rubric is comprised of three categories: Development of Ideas, Organization, and Language, Usage, and Conventions. The Performance Tasks are worth 12 points total.

### **1.4.2 Closed-Ended Items**

#### **1.4.2(a) Multiple-Choice Static (MC) and Multiple-Choice Multi-select (MCMS)**

Multiple-choice items will measure each of the cognitive targets through well-designed stems that will clearly present the question to the student. The stem may be in the form of a question, a phrase, or an expression, as long as it conveys what is expected of the student. The stem is followed by four (or more for multi-select) answer choices, or options, only one of which is correct. For multi-select there are multiple keys in the options.

#### **1.4.2(b) Multiple-Choice Dynamic (MCD)**

Multiple-choice dynamic items will use drop-down boxes for the student to select the answer choice(s). The dropdown box may be inline text or standalone. The item may include multiple drop-down boxes.

### **1.4.3 Open-Ended Items**

#### **1.4.3(a) Multi-select table (MST)**

The student indicates their answer by clicking on an open cell. Clicking again will remove the “blue checkmark.” The number of “blue checkmarks” can be restricted by row or column. It is also possible to have no restrictions so that the student can choose every cell.

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## 1.4.3(b) Select Text (ST)

Select-text items are essentially a type of multiple-choice item that allows the selection of one or more text strings that are in the context of a larger piece of text. A text string could be a word, phrase, sentence, or paragraph. In the select text item type, selectable text will be indicated by a change in appearance as the student hovers over the text with the mouse.

## 1.4.3(c) Drag-and-Drop (DD)

The student can drag and drop items and place them in specified drop zones. The drag objects can be dragged only once or multiple times depending upon the item's configuration. It is possible to configure the drop zones along a number line, in buckets, or in a graphic.

## 1.4.3(d) Matching (M)

In the matching interaction type, the student draws lines to connect objects in two or three sets (composed of either text or images).

## 1.4.3(e) Two-Part (2P)

Two-part items consist of two standard response items. The student answers Part 1 first and then answers Part 2, which is support or evidence for Part 1.

## **2.0 Strands and Standards**

### **2.1 Reading Literature and Reading Informational Text Standards**

Items written to measure the Reading Literature (RL) and Reading Informational (RI) Text Standards are written to measure a student's ability to read and analyze a complex text to answer questions aligned to specific standards. The Blueprints for the English II EOC assessment indicate a numerical range of items that will be written to each standard. However, some

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standards have a higher numerical range than others while some standards have a 0 count. The numerical range for each standard was determined by a committee of Mississippi educators. This committee utilized their expertise to determine the priority of each standard. Standards were identified as top priority, 2<sup>nd</sup> priority, 3<sup>rd</sup> priority, or assessed in the classroom. This prioritization was used to determine the numerical range of items that would appear on the assessment.

Standards such as RL.10.10 and RI.10.10 are measured in every item.

### **2.2 Writing Standards**

The MS CCRS Writing Standards W.10.1-3 will be measured in the Performance Task. The task type will determine whether W.10.1, W.10.2, or W.10.3 will be assessed. The MS CCRS require that students are able to write informative/explanatory, argumentative, and narrative texts.

### **2.3 Language Standards**

The MS CCRS Language Standards will be measured in two places. The Language Usage and Convention Standards, L.10.1-3, will be measured in the performance task through the writing rubric. The Language Standards that focus on vocabulary, L.10.4-6, will be assessed through the closed-ended and open-ended questions aligned with complex texts. By reporting the vocabulary standards that fall under the Language strand of the MS CCRS, teachers will be able to analyze students' score reports to determine whether any weaknesses in Reading Literature and/or Reading Informational Text were possible deficiencies in comprehension and/or vocabulary.

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### 2.4 Text Selection

When text selection is done, passage genre is based on the percentages of each genre suggested by the National Assessment of Educational Progress and the MS CCRS for ELA as indicated in Table 2.

**Table 2.5 Distribution of Literary and Informational Passages by Genre**

| Grade | Literary | Informational |
|-------|----------|---------------|
| 4     | 50%      | 50            |
| 8     | 45%      | 55            |
| 12    | 30%      | 70            |

Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Educational Progress*. Washington, DC: U.S. Government Printing Office.

The English II EOC will include the breakdown of texts found in Table 3 based on the suggestions of NAEP.

**Table 3.0 Passage Distribution for MAP English II EOC**

| <i>Passage Selection</i> |                    |
|--------------------------|--------------------|
| Selection                | Number of Passages |
| Literature               | 2                  |
| Informational            | 4                  |
| Embedded Field Test      | 1                  |

Finally, the complexity of the text will be determined using both quantitative measures, as outlined in Table 4 below and qualitative measures. Students will see a variety of text complexities on the assessment.

**Table 4.0 Quantitative Text Complexity Guidelines**

| <i>Text Complexity Guidelines</i> |                                 |                |                       |                                      |
|-----------------------------------|---------------------------------|----------------|-----------------------|--------------------------------------|
| MS CCRS Grade                     | Degrees of Reading Power® (DRP) | Flesch-Kincaid | The Lexile Framework® | Total Word Counts per Passage/Paired |
| 10                                | 62 – 72                         | 8.32 – 12.12   | 1050 – 1335           | 800 – 1500                           |

Quantitative text complexity measures are determined using a computer-based program that measures certain criteria of a text to determine how difficult a text will be for a student to

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decode and comprehend. The computer-based programs measure word length, sentence length, and word frequency. Each quantitative tool, such as Degrees of Reading Power and The Lexile Framework, have a specific scale used to determine the complexity of the text. These quantitative scores, along with input from educators through the use of qualitative rubrics and considerations of the reader and task, will determine which texts are used on the assessment. Table 4 indicates the range of quantitative complexity a text should fall within in order to be considered for the English II EOC assessment.

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Appendix A

English II Blueprint

## Mississippi Assessment Program English II Blueprint

| Strand   | Performance Task (PT) | Closed-ended | Open-ended | Total #Items | Total #Pts. |
|--|-----------------------|--------------|------------|--------------|-------------|
| <b><i>Reading Literature</i></b>   | <b>0</b>              | <b>14-16</b> | <b>1-3</b> | <b>17</b>    | <b>20</b>   |
| <b>RL.10.1</b> - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | 0                     | 1-2          | 0-1        | 1-3          |             |
| <b>RL.10.2</b> – Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s); provide an accurate summary of the text based upon this analysis. | 0                     | 2-3          | 0-1        | 2-3          |             |
| <b>RL.10.3</b> - Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  | 0                     | 1-2          | 0-1        | 2-3          |             |
| <b>RL.10.4</b> - 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.   | 0                     | 1-2          | 0-1        | 1-2          |             |
| <b>RL.10.5</b> - Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time to create such effects as mystery, tension, or surprise.  | 0                     | 2-3          | 0-1        | 2-3          |             |
| <b>RL.10.6</b> - 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.  | 0                     | 1-2          | 0-1        | 0-3          |             |
| <b>RL.10.7</b> - Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.   | 0                     | 0-1          | 0-1        | 0-2          |             |
| <b>RL.10.8</b> - Not applicable to literature.   | 0                     | 0            | 0          | 0            |             |
| <b>RL.10.9</b> - Analyze how an author draws on and transforms source material in a specific work.   | 0                     | 1-2          | 0-1        | 1-2          |             |
| <b>RL.10.10</b> - By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.  | 0                     | 0            | 0          | 0            |             |

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| Strand   | Performance Task (PT) | Closed-ended | Open-ended | Total #Items | Total #Pts. |
|--|-----------------------|--------------|------------|--------------|-------------|
| <b><i>Reading Informational Text</i></b>   | <b>0</b>              | <b>22-25</b> | <b>2-5</b> | <b>27</b>    | <b>32</b>   |
| <b>RI.10.1</b> - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | 0                     | 1-2          | 0-1        | 1-3          |             |
| <b>RI.10.2</b> – Determine the central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate and complete analysis of the text based upon this analysis. | 0                     | 3-4          | 0-1        | 3-4          |             |
| <b>RI.10.3</b> - 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.  | 0                     | 3-4          | 0-1        | 3-4          |             |
| <b>RI.10.4</b> - 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.   | 0                     | 1-2          | 0-1        | 1-2          |             |
| <b>RI.10.5</b> - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.  | 0                     | 3-4          | 0-1        | 3-4          |             |
| <b>RI.10.6</b> - 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.  | 0                     | 3-5          | 0-1        | 3-4          |             |
| <b>RI.10.7</b> - Analyze various accounts of a subject told in different mediums determining which details are emphasized in each account.   | 0                     | 1-2          | 0-1        | 0-2          |             |
| <b>RI.10.8</b> - 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.  | 0                     | 2-3          | 0-1        | 2-3          |             |
| <b>RI.10.9</b> - Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.   | 0                     | 1-2          | 0-1        | 0-2          |             |
| Strand   | Performance Task (PT) | Closed-ended | Open-ended | Total #Items | Total #Pts. |

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|   |          |            |            |          |          |
|---|----------|------------|------------|----------|----------|
| <b>RI.10.10</b> - By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.   | 0        | 0          | 0          | 0        |          |
| <b>Language</b>   | <b>0</b> | <b>5-6</b> | <b>0-1</b> | <b>6</b> | <b>8</b> |
| <b>L.10.4</b> - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies.   | 0        | 1-2        | 0-1        | 2        |          |
| <b>L.10.5</b> - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   | 0        | 1-2        | 0-1        | 2        |          |
| <b>L.10.6</b> - 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. | 0        | 1-2        | 0-1        | 2        |          |

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| Strand   | Performance Task (PT) | Closed-ended | Open-ended | Total #Items | Total #Pts. |
|--|-----------------------|--------------|------------|--------------|-------------|
| <b>Writing</b>   | <b>1</b>              | <b>0</b>     | <b>0</b>   | <b>1</b>     | <b>12</b>   |
| <p><b>W.10.1</b> - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.10.2</b> - 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.</p> <p><b>W.10.3</b> - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>L.10.1</b> - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.10.2</b> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.10.3</b> - 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.</p> | 1                     | 0            | 0          | 1            | 12          |
| <p><b>Technical Notes:</b> The Writing standard measured (W.10.1, W.10.2, or W.10.3) will be dependent on the writing prompt, which may vary by form. L.10.1-3 will be measured in the Performance Task and scored using the writing rubric. The performance task is worth twelve (12) points towards the overall ELA score.</p>   |                       |              |            |              |             |

| Passage Selections         |                                 |                    |                       |                                      |
|----------------------------|---------------------------------|--------------------|-----------------------|--------------------------------------|
| Genre                      |                                 | Number of Passages |                       |                                      |
| Literature                 |                                 | 2                  |                       |                                      |
| Informational              |                                 | 4                  |                       |                                      |
| Embedded Field Test        |                                 | 1                  |                       |                                      |
| Text Complexity Guidelines |                                 |                    |                       |                                      |
| MS CCRS Grade              | Degrees of Reading Power® (DRP) | Flesch-Kincaid     | The Lexile Framework® | Total Word Counts per Passage/Paired |
| 10                         | 62 – 72                         | 8.32 – 12.12       | 1050 – 1335           | 800 – 1500                           |

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### Appendix B

#### English II Standards

## English II

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

| <b>Reading Literature</b>                 |   |
|---|---|
| <b>Key Ideas and Details</b>              |   |
| RL.10.1                                   | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   |
| RL.10.2                                   | Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s); provide an accurate summary of the text based upon this analysis. |
| RL.10.3                                   | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.  |
| <b>Craft and Structure</b>                |   |
| RL.10.4                                   | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).            |
| RL.10.5                                   | Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.   |
| RL.10.6                                   | Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.  |
| <b>Integration of Knowledge and Ideas</b> |   |
| RL.10.7                                   | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).   |
| RL.10.8                                   | Not applicable to literature.   |

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|  |   |
|--|---|
| RL.10.9  | Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). |
| <b>Range of Reading and Level of Text Complexity</b> |   |
| RL.10.10   | By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.                         |

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| <b>Reading Informational Text</b>                    |  |
|--|--|
| <b>Key Ideas and Details</b>                         |  |
| RI.10.1  | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| RI.10.2  | Determine the central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.    |
| RI.10.3  | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.   |
| <b>Craft and Structure</b>                           |  |
| RI.10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| RI.10.5  | Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).  |
| RI.10.6  | Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.   |
| <b>Integration of Knowledge and Ideas</b>            |  |
| RI.10.7  | Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.  |
| RI.10.8  | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.   |
| RI.10.9  | Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.                      |
| <b>Range of Reading and Level of Text Complexity</b> |  |
| RI.10.10   | By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.  |

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The following standards for Grade 10 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

| <b>Writing</b>                 |   |
|--------------------------------|---|
| <b>Text Types and Purposes</b> |   |
| W.10.1                         | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  |
| W.10.1a                        | Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.                                   |
| W.10.1b                        | Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.                                       |
| W.10.1c                        | Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.                      |
| W.10.1d                        | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  |
| W.10.1e                        | Provide a concluding statement or section that follows from and supports the argument presented.  |
| W.10.2                         | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   |
| W.10.2a                        | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| W.10.2b                        | 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.                                 |

## English II

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| W.10.2c                                       | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  |
| W.10.2d                                       | Use precise language and domain-specific vocabulary to manage the complexity of the topic.   |
| W.10.2e                                       | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.   |
| W.10.2f                                       | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).  |
| W.10.3  | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  |
| W.10.3a                                       | Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.   |
| W.10.3b                                       | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.   |
| W.10.3c                                       | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.   |
| W.10.3d                                       | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.   |
| W.10.3e                                       | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.  |
| <b>Production and Distribution of Writing</b> |  |
| W.10.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)   |
| W.10.5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) |
| W.10.6  | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.   |

## English II

| <b>Research to Build and Present Knowledge</b> |   |
|--|---|
| W.10.7   | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  |
| W.10.8   | 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. |
| W.10.9   | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| W.10.9a  | Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).   |
| W.10.9b  | Apply grades 9–10 Reading standards to literary nonfiction and/or informational texts (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>Range of Writing</b>                        |   |
| W.10.10  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.   |

## English II

The following standards for Grade 10 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

| <b>Speaking and Listening</b>              |  |
|--|--|
| <b>Comprehension and Collaboration</b>     |  |
| SL.10.1                                    | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. |
| SL.10.1a                                   | 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.        |
| SL.10.1b                                   | 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.                                     |
| SL.10.1c                                   | 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.                         |
| SL.10.1d                                   | 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.                 |
| SL.10.2                                    | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.   |
| SL.10.3                                    | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.  |
| <b>Presentation of Knowledge and Ideas</b> |  |
| SL.10.4                                    | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.              |

## English II

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| SL.10.5 | 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. |
| SL.10.6 | 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.)             |

## English II

The following standards for Grade 10 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).

| <b>Language</b>                        |  |
|--|--|
| <b>Conventions of Standard English</b> |  |
| L.10.1                                 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| L.10.1a                                | Use parallel structure.*   |
| L.10.1b                                | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| L.10.2                                 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| L.10.2a                                | Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.  |
| L.10.2b                                | Use a colon to introduce a list or quotation.  |
| L.10.2c                                | Spell correctly.   |
| <b>Knowledge of Language</b>           |  |
| L.10.3                                 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  |
| L.10.3a                                | 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>Vocabulary Acquisition and Use</b>  |  |
| L.10.4                                 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.   |
| L.10.4a                                | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.   |
| L.10.4b                                | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).   |

## English II

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|---------|---|
| L.10.4c | 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.   |
| L.10.4d | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).   |
| L.10.5  | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |
| L.10.5a | Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.  |
| L.10.5b | Analyze nuances in the meaning of words with similar denotations.   |
| L.10.6  | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

### Scaffolding Document

The primary purpose of the 2016 Mississippi College- and Career-Readiness Standards Scaffolding Document is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the 2016 Mississippi College- and Career-Readiness Standards, this document provides a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. The Scaffolding Document will aid teachers' understanding of how to teach the Standards through a natural progression of student mastery.

The Scaffolding Document can be found at <http://www.mde.k12.ms.us/ESE/ccr>.