

North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

KINDERGARTEN

Strand	Code	Standard Description	Essential Vocabulary
Reading Standards for Literature/Fiction	K.RL.1	With prompting and support, ask and answer questions about key/supporting details in a text before, during, and after reading.	key detail, story, literature, character, setting, problem/solution, actions, feelings
	K.RL.2	With prompting and support, retell familiar stories, including key/supporting details.	retell, sequence, beginning, middle, end, character, setting, detail, main idea
	K.RL.3	With prompting and support, identify characters, settings, and major events in a story.	character, setting, events, who, what, when, where, why
	K.RL.10	Actively engage in group reading activities with purpose and understanding.1	proficient, independent
Reading Standards for Informational/Nonfiction	K.RI.1	With prompting and support, ask and answer questions about key/supporting details in a text.	key detail, topic, question, facts, ask and answer questions
	K.RI.10	Actively engage in group reading activities with purpose and understanding.	proficient, independent
Reading Standards: Foundational Skills	K.RF.1	Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> a) Follow words from left to right, top to bottom, and page by page. b) Recognize spoken words are represented in written language by specific sequences of letters. c) Understand words are separated by spaces in print. d) Recognize and name all uppercase and lowercase letters of the alphabet. 	alphabet, letters, uppercase, lowercase, words, space, illustration, book
	K.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> a) Recognize and produce rhyming words. b) Count, pronounce, blend, and segment syllables in spoken words. c) Blend and segment onsets and rimes of single-syllable spoken words.4 d) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words.5 (This does not include CVCs ending with /l/, /r/, or /x/). e) Add or substitute individual sounds (phonemes) in simple, single-syllable words to make new words. 	phoneme, beginning sound, ending sound, middle sound, vowel, letter, sound, syllables, rhyming, blend



North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

Reading Standards: Foundational Skills	K.RF.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a) a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. b) Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. c) Decode and use CVC words. d) Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does). e) Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	<p>sound, consonant, letter, decode, blend, long vowel, short vowel, high-frequency word, read</p>
	K.RF.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a) Read grade level text with purpose and understanding. b) Read grade level text orally with accuracy, appropriate rate, and expression on successive readings. c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary 	<p>words, sentence, book, illustrations, fluency, who, what, when, where, why, how questions</p>
Writing Standards	K.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b) Develop the topic with facts, definitions, and details. c) Use transitional words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d) Provide a concluding statement or section 	<p>topic, sentence, word choice, opening, closing, text, draw, explain, tell</p>
	K.W.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c) Use transitional words and phrases to signal event order. d) Provide a sense of closure. 	<p>first, next, last, events, details, narrative, introduction, conclusion, sentence</p>
Speaking & Listening Standards	K.SL.1	<p>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a) Follow agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b) Continue a conversation through multiple exchanges. 	<p>discuss, partner, topic, taking turns, listen, rules, question</p>



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Developed by NDREA teachers in cooperation with Marzano Research.

North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

Speaking and Listening Standards	K.SL.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	question words – who, what, when, where, why, how, tell, explain
	K.SL.6	Speak audibly and express thoughts, feelings, and ideas clearly.	who, what, when, why, how, tell, speaking, telling
Language Standards	K.L.2	<p>Within the context of authentic English writing and speaking...</p> <p>Introduce:</p> <ul style="list-style-type: none"> a) Recognize and name end punctuation. b) Use end punctuation for sentences. c) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. d) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. e) Use conventional spelling for high-frequency and other studied words. f) Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts). <p>Display proficiency in:</p> <ul style="list-style-type: none"> g) Capitalize the first word in a sentence and the pronoun I. h) Write a letter or letters for most consonant and short-vowel sounds (phonemes). i) Spell simple words phonetically, drawing on knowledge of sound-letter relationship. 	sounds, consonant, writing, word, vowel, capitalize, punctuation, period, question mark, exclamation point



North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

GRADE 1

Strand	Code	Standard Description	Essential Vocabulary
Reading Standards for Literature/Fiction K-2	1. RL.1	Ask and answer questions about key/supporting details in a text before, during, and after reading.	literature, story, poem/poetry, characters, setting, plot, key detail, question, fiction, fantasy, text evidence
	1. RL.2	Retell stories, including key/supporting details, and demonstrate understanding of their central or main idea. Central Idea = synonymous with main idea.	retell, sequence, literature, story, poem/poetry, character, setting, plot, problem/solution, central message, lesson, beginning, middle, end, theme
	1. RL.3	Describe characters, settings, and major events in a story, using key/supporting details.	character, setting, major events, plot, fiction, fantasy, beginning, middle, end, key details, illustrations, story elements
	1. RL.10	Read prose and poetry on grade level proficiently and independently. Prose- spoken or written language as in ordinary usage. Distinguished from poetry by its lack of a rhythmic structure.	proficient, independent
Reading Standards for Informational/Nonfiction Text K-2	1. RI. 1	Ask and answer questions about key/supporting details in a text.	information, key detail, topic, question, nonfiction, realism, text evidence, nonfiction text features, literal, inferential
	1. RI. 2	Identify the main topic and retell key/supporting details of a text.	information, key detail, fact, topic, retell, main topic, nonfiction, realism, supporting details, summarize
	1. RI. 10	Proficiently read informational texts on grade level.	proficient, independent



North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

Reading Standards: Foundational Skills K-2	1. RF. 2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a) Distinguish long from short vowel sounds in spoken single-syllable words. b) Orally produce single-syllable words, by blending sounds (phonemes), including consonant blends. c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	syllable, segment, letter sounds, long vowels, short vowels, consonants, consonant blends, blending, beginning sounds, medial sounds, final sounds
	1. RF. 3	Know and apply grade-level phonics and word analysis skills in decoding words. a) Know the spelling-sound correspondences for common consonant digraphs. b) Decode regularly spelled one-syllable words. c) Demonstrate use of beginning and ending blends d) Know final -e and common vowel team conventions for representing long vowel sounds. e) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. f) Decode two-syllable words following basic patterns by breaking the words into syllables. G Read words with inflectional endings. H. Recognize and read grade-appropriate irregularly spelled words.	digraph, vowel, consonant, final -3, decode, syllable, sound, vowel team, segment, bland, inflectional ending, irregular word, high-frequency word
Writing Standards K-2	1. W. 1	Write opinion pieces. a) Introduce the topic or name the book they are writing about. b) State an opinion. c) Supply a reason for the opinion. d) Provide some sense of closure.	opinion, sentence, details, topic, word choice, illustrate, idea, topic sentence, supporting detail, reasons, conclusion
	1. W. 2	Write informative/explanatory texts. a) Name a topic. b) Supply some facts about the topic. c) Provide some sense of closure.	informative, topic, details, facts, research, illustrate, diagram, label, nonfiction text features, paragraph indent, conclusion, closing sentence, title
	1. W. 3	Write narratives. a) Recount two or more appropriately sequenced events. b) Include some details regarding what happened. c) Use transitional words to signal event order. d) Provide some sense of closure.	narrative, personal, story, event, sequence, temporal words, illustrate, transitions, first, next, last, title, conclusion



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North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

Speaking and Listening Standards K-1	1. SL. 1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a) Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b) Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c) Ask questions to clear up any confusion about the topics and texts under discussion.	discuss, partner, topic, rules, group, questions
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North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

<p>Conventions of Standard English</p>	<p>1. L. 1</p>	<p>Within the context of authentic English writing and speaking...</p> <p>Introduce:</p> <ul style="list-style-type: none"> a) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. b) Correctly use common homophones (e.g., to, too, two; there, their). c) Ensure subject verb-agreement. d) Produce compound sentences. e) Use singular and plural nouns with matching verbs in basic sentences (simple subject/verb agreement). f) Form and use regular and irregular plural nouns. g) Form and use the simple verb tenses (e.g., I walked, I walk; I will walk). h) Use personal, possessive, and indefinite pronouns. i) Use adjectives depending on what is to be modified. j) Use demonstratives (that, those, these, this). <p>Practice:</p> <ul style="list-style-type: none"> k) Use question words (interrogatives). l) Produce complete sentences in shared language activities. m) Common and proper nouns. n) Use regular plural nouns orally by adding /s/ or /es/. o) Use frequently occurring adjectives. p) Use articles. <p>Display proficiency in:</p> <ul style="list-style-type: none"> q) Uppercase and lowercase letters. r) Use frequently occurring conjunctions (and, or, but). s) Use prepositions. 	<p>noun, common, proper, possessive, singular, plural, personal, indefinite, pronouns, verbs, past, present, future, adjectives, preposition</p>
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North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

1. L. 2	<p>Within the context of authentic English writing and speaking...</p> <p>Introduce:</p> <ul style="list-style-type: none">a) Capitalize dates and names of people.b) Use commas in dates and to separate single words in a series.c) Capitalize holidays, product names, and geographic names.d) Use commas in greetings and closings of letters.e) Use an apostrophe to form contractions and frequently occurring possessives.f) Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).g) Capitalize important words in titles.h) Form and use possessives.i) Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).j) Use punctuation to separate items in a series. <p>Practice:</p> <ul style="list-style-type: none">k) Use end punctuation for sentences.l) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.m) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.n) Use conventional spelling for high-frequency and other studied words.o) Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts) <p>Display proficiency in:</p> <ul style="list-style-type: none">p) Recognize and name end punctuation.	capital, punctuation, spelling patterns, high-frequency words
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North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

GRADE 2

<i>Strand</i>	<i>Code</i>	<i>Standard Description</i>	<i>Essential Vocabulary</i>
Reading Standards for Literature/Fiction K-2	2.RL.1	Ask and answer who, what, where, when, why, and how questions to demonstrate understanding of key/supporting details in a text before, during, and after reading.	key detail, questions, characters, setting, plot, problem/solution
	2. RL. 2	Recount stories from a variety of genres and diverse cultures, and determine their central message, lesson, or moral. Central message = can be theme, a moral, or a specific kind of lesson to be learned.	beginning/middle/end, characters, problem/solution, lesson, retell/recount, central message
	2. RL.10	By the end of the year, read and comprehend literature, including stories and poetry, on grade level proficiently and independently.	proficient, independent
Reading Standards for Informational/Nonfiction Text K-2	2. RI. 1	Ask and answer who, what, where, when, why, and how to demonstrate understanding of key/supporting details in a text.	key details, questions, who, what, when, where, information, headings, subheading, captions
	2. RI. 2	Identify the main topic of a multi-paragraph text and retell key/supporting details that support the main topic.	key details, focus, paragraph, main topic, retell, information
	2. RI. 6	Identify the main purpose of a text, including the author's point of view, explanation, or description.	main idea, author's purpose, supporting details
	2. RI. 10	Proficiently read and comprehend informational texts, including history/social studies, science, and technical texts on grade level.	proficient, independent



North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

Reading Standards: Foundational Skills K-2	2. RF. 3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a) Distinguish long and short vowels when reading regularly spelled one-syllable words. b) Know spelling-sound correspondences for additional common vowel teams. c) Decode regularly spelled two-syllable words with long vowels. d) Decode words with common prefixes and suffixes. e) Identify words with inconsistent but common spelling sound correspondences. f) Recognize and read grade-appropriate irregularly spelled words. 	short/long vowel, vowel team, consonant, strategy, decode, one-syllable, two-syllable, base word, irregularly spelled word, prefix/suffix, inflectional ending, phonics, chunking
	2. RF. 4	<p>Read with sufficient accuracy and fluency to support comprehension. Read grade level text with purpose and understanding.</p> <ul style="list-style-type: none"> a) Read grade level text orally with accuracy, appropriate rate, and expression on successive readings. b) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	fluency, accuracy, rate, poetry, prose, expression
Writing Standards K-2	2. W.1	<p>Write opinion pieces.</p> <ul style="list-style-type: none"> a) Introduce the topic or book they are writing about. b) State an opinion. c) Supply reasons that support the opinion. d) Use linking words (e.g., because, and, also) to connect opinion and reasons. e) Provide a concluding statement or section. 	opinion, structure, opening, closing, linking words, reason, support, introduction, conclusion
	2. W. 2	<p>Write informative/explanatory texts.</p> <ul style="list-style-type: none"> a) Introduce a topic. b) Use facts and definitions to develop points. c) Use transitional words when appropriate. d) Provide a concluding statement or section. 	information, research, facts, details, opening, closing, topic, explanatory
	2. W. 3	<p>Write narratives.</p> <ul style="list-style-type: none"> a) Recount a well-elaborated event or short sequence of events. b) Include details to describe actions, thoughts, and feelings. c) Use transitional words to signal event order. d) Provide a sense of closure. 	narrative, character, feeling, temporal words, sequence, opening, closing, situation, event, details, thoughts, actions, feelings, begin, middle, end



North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

<p>Language Standards</p>	<p>2.L.1 Standard L.1 Within the context of authentic English writing and speaking... Introduce:</p> <ul style="list-style-type: none"> a) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. b) Use collective nouns. c) Use abstract nouns (e.g., childhood). d) Use possessive nouns. e) Form and use the past tense of frequently occurring irregular verbs. f) Use verbs to convey a sense of past, present, and future. g) Form and use regular and irregular verbs. h) Use reflexive pronouns (e.g., myself, ourselves). i) Form and use comparative and superlative adjectives and choose between them depending on what is to be modified. j) Use adverbs depending on what is to be modified. k) Form and use comparative and superlative adverbs and choose between them depending on what is to be modified. l) Use coordinating and subordinating conjunctions. m) Use and explain interjections. <p>Practice:</p> <ul style="list-style-type: none"> n) Correctly use common homophones (e.g., to, too, two; there, their). o) Ensure subject verb-agreement. p) Produce compound sentences. q) Use singular and plural nouns with matching verbs in basic sentence (simple subject/verb agreement). r) Form and use regular and irregular plural nouns. s) Use demonstratives (that, those, these, this). <p>Demonstrate proficiency in:</p> <ul style="list-style-type: none"> t) Use question words (interrogatives). u) Produce complete sentences in shared language activities. v) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. w) Common and proper nouns. x) Use regular plural nouns orally by adding /s/ or /es/. y) Form and use the simple verb tenses (e.g., I walked, I walk; I will walk). z) Use personal, possessive, and indefinite pronouns. aa) Use frequently occurring adjectives. bb) Use articles. cc) Use adjectives depending on what is to be modified. 	<p>list, collective nouns, irregular plural nouns, reflexive nouns, past tense, irregular verbs, adjectives, adverbs, simple sentences, compound sentences</p>
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North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

2.L.2	<p>Within the context of authentic English writing and speaking...</p> <p>Introduce:</p> <ul style="list-style-type: none">a) Use commas in addresses.b) Use commas and quotation marks in dialogue.c) Use commas and quotation marks to mark direct speech and quotations from a text.d) Use a comma before a coordinating conjunction in a compound sentence.e) Use a comma to separate an introductory element from the rest of a sentence.f) Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Steve?)g) Use underlining, quotation marks, or italics to indicate titles of works. <p>Practice:</p> <ul style="list-style-type: none">h) Use commas in greetings and closings of letters.i) Use an apostrophe to form contractions and frequently occurring possessives.j) Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).k) Form and use possessives.l) Use conventional spelling for high-frequency and other studied words.m) Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).n) Use punctuation to separate items in a series.o) Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts) <p>Display proficiency in:</p> <ul style="list-style-type: none">p) Capitalize dates and names of people.q) Use end punctuation for sentences.r) Use commas in dates and to separate single words in a series.s) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.t) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.u) Capitalize holidays, product names, and geographic names.v) Capitalize important words in titles.	capitalization, punctuation, comma, spelling pattern, high-frequency word
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North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

Speaking and Listening Standards K-2	2. SL. 1	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a) Follow agreed upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b) Build on others' talk in conversations by linking their comments to the remarks of others. c) Ask for clarification and further explanation as needed about the topics and texts under discussion. 	class discussion rules, taking turns, listening, asking questions
	2. SL. 6	<p>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)</p>	complete sentence, adjective, adverb, verb tense, noun



North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

GRADE 3

<i>Strand</i>	<i>Code</i>	<i>Standard Description</i>	<i>Essential Vocabulary</i>
Reading Standards for Literature/Fiction 3-5	3.RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text (textual evidence) as the basis for the answers.	supporting details, traits, text, context clues, text evidence, fiction
	3.RL.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	context clues, figurative language, idioms, literal and nonliteral language
	3.RL.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	compare and contrast, theme, plot,
	3.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level independently and proficiently.	different genres, comprehend, proficiently
Reading Standards for Informational/Nonfiction Text 3-5	3.RI.1	Ask and answer questions to demonstrate understanding of a text (textual evidence), referring explicitly to the text as the basis for the answers.	informational text, infer, key and supporting details, context clues, nonfiction,
	3.RI.2	Determine the main idea of a text and recount the key details to explain how they support the main idea.	main idea, retell, recount, key and supporting details, summary, topic, text-based evidence
	3.RI.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	procedure, idea, concept, sequential events, cause and effect, time line
	3.RI.4	Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.	context clues
	3.RI.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	maps, photographs, charts, figures, diagrams, tables, illustrations, captions
	3.RI.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	cause and effect, sequential order, comparison
	3.RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.	comprehend, nonfiction, informational text,



North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

Reading Standards: Foundational Skills 3-5	3.RF.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a) Identify and know the meaning of the most common prefixes and derivational suffixes. b) Decode words with common Latin suffixes. c) Decode multi-syllable words. d) Read grade-appropriate irregularly spelled words. 	prefix, suffix, word meaning, decode, syllable, irregular
	3.RF.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a) Read grade-level text with purpose and understanding. b) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	fluency, accuracy, rate, poetry, expression, prose
Writing Standards 3-5	3.W.1	<p>Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b) Provide reasons that support the opinion. c) Use transitional words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d) Provide a concluding statement or section. 	opinion, introduction, conclusion, transitional words, topic, facts, point of view, supporting details
	3.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b) Develop the topic with facts, definitions, and details. c) Use transitional words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d) Provide a concluding statement or section. 	introduction, conclusion, informative, explanatory, topic, supporting details, transitional words



North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

	<p>3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c) Use transitional words and phrases to signal event order. d) Provide a sense of closure. 	<p>introduction, conclusion, narrative, narrator, characters, transitional words, sequence of events, dialogue, fantasy, real, descriptive details</p>
	<p>3.W.5 Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p>	<p>prewriting/planning, compose, revise, edit, publish</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Speaking and Listening Standards 3-5</p>	<p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d) Explain their own ideas and understanding in light of the discussion. 	<p>engage effectively, respond, collaborate, clarify, question, explain, ideas, active listening, norms</p>



North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

<p>Language Standards 3-5</p>	<p>3.L.1 Standard L.1 Within the context of authentic English writing and speaking...</p> <p>Introduce:</p> <ul style="list-style-type: none"> a) Produce complex and compound-complex sentences. b) Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c) Form and use the perfect (e.g., I had walked; I have walked; I will walk) verb tenses. d) Use helping and modal auxiliaries (e.g., can, may, must) to convey various conditions. e) Form and use prepositional phrases. <p>Practice:</p> <ul style="list-style-type: none"> f) Ensure subject verb-agreement. g) Produce compound sentences. h) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. i) Use regular plural nouns orally by adding /s/ or /es/. j) Form and use regular and irregular plural nouns. k) Use abstract nouns (e.g., childhood). l) Use possessive nouns. m) Form and use regular and irregular verbs. n) Form and use comparative and superlative adjectives and choose between them depending on what is to be modified. o) Form and use comparative and superlative adverbs and choose between them depending on what is to be modified. <p>Demonstrate proficiency in:</p> <ul style="list-style-type: none"> p) Correctly use common homophones (e.g., to, too, two; there, their). q) Use singular and plural nouns with matching verbs in basic sentence (simple subject/verb agreement). r) Use collective nouns. s) Form and use the past tense of frequently occurring irregular verbs. t) Use verbs to convey a sense of past, present, and future. u) Use reflexive pronouns (e.g., myself, ourselves). v) Use demonstratives (that, those, these, this) w) Use adverbs depending on what is to be modified. x) Use and explain interjections. 	<p>nouns, verbs, pronouns, adjectives, adverbs, irregular, regular verbs, superlative, simple, compound, complex sentences, verb tenses, singular and plural, homophones, subject verb agreement, reflexive pronouns, interjections, possessives, comparative</p>
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North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

3.L.2	<p>Within the context of authentic English writing and speaking...</p> <p>Practice:</p> <ul style="list-style-type: none">a) Use commas and quotation marks in dialogue.b) Form and use possessives.c) Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).d) Use commas and quotation marks to mark direct speech and quotations from a text.e) Use a comma before a coordinating conjunction in a compound sentence.f) Use punctuation to separate items in a series.g) Use a comma to separate an introductory element from the rest of a sentence.h) Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Steve?).i) Use underlining, quotation marks, or italics to indicate titles of works.j) Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts). <p>Display proficiency in:</p> <ul style="list-style-type: none">k) Use commas in greetings and closings of letters.l) Use an apostrophe to form contractions and frequently occurring possessives.m) Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).n) Use commas in addresses.o) Use conventional spelling for high-frequency and other studied words. <p>Continually use and maintain proficiency: Refer to progression tables to see which skills are to be continued to use and practice.</p>	comma usage, quotations (dialogue), apostrophe
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North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

GRADE 4

Strand	Code	Standard Description	Essential Vocabulary
Reading Standards for Literature/Fiction 3-5	4.RL.1	Refer to details and examples using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.	inference, textual evidence, literary, plot, setting, summarize, details, theme
	4.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level independently and proficiently.	comprehend, proficient, different genres
Reading Standards for Informational/Nonfiction Text 3-5	4.RI.1	Refer to details and examples in a text (textual evidence) when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.	textual evidence, inference, example, details, summarize, explicitly, nonfiction
	4RI.2	Determine the main idea of a text and explain how it is supported by key details.	main idea, supporting detail, information
	4RI.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.	animations, interpret, quantitatively
	4.RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.	informational, comprehend
Reading Stan	4.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words. a) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	root, syllable, affixes, suffix, prefix
	4.RF.4	Read with sufficient accuracy and fluency to support comprehension. a) Read grade-level text with purpose and understanding. b) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	fluency, accuracy, rate, poetry, expression



North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

Writing Standards 3-5	4.W.1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b) Provide reasons that are supported by facts and details. c) Link opinion and reasons using transitional words and phrases (e.g., for instance, in order to, in addition). d) Provide a concluding statement or section related to the opinion presented. 	opinion, topic, support, organizational structure, facts, transitional words/phrases, point of view, conclusion, evidence
	4.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c) Link ideas within categories of information using transitional words and phrases (e.g., another, for example, also, because). d) Use precise language and domain-specific vocabulary to inform about or explain the topic. e) Provide a concluding statement or section related to the information or explanation presented. 	informative/explanatory text, topic, supporting details, research, illustrations, transitional words, conclusion, introduction, concrete details
	4.W.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b) Use dialogue and description to develop experiences and events or show the responses of characters to situations. c) Use a variety of transitional words and phrases to manage the sequence of events. d) Use concrete words and phrases and sensory details to convey experiences and events precisely. e) Provide a conclusion that follows from the narrated experiences or events. 	narrative, narrator, fantasy and real, characters, sequence of events, dialogue, concrete phrases or words, introduction and conclusion, transitional words, orient, sensory details



North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

Speaking and Listening Standards 3-5	4.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b) Follow agreed-upon rules for discussions and carry out assigned roles. c) Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others. d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 	discussion, connection, norms, relevant, collaborate, engage effectively
	4.SL.2	Paraphrase portions of a text read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally.	paraphrase, listening, media, quantitatively
Language Standards 3-5	4.L.2	Within the context of authentic English writing and speaking... Practice: <ul style="list-style-type: none"> a) Use commas and quotation marks in dialogue. b) Form and use possessives. c) Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness). d) Use a comma to separate an introductory element from the rest of a sentence. e) Use underlining, quotation marks, or italics to indicate titles of works. f) Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts). Display proficiency in: <ul style="list-style-type: none"> g) Use commas and quotation marks to mark direct speech and quotations from a text. h) Use a comma before a coordinating conjunction in a compound sentence. i) Use punctuation to separate items in a series. j) Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Steve?). Continually use and maintain proficiency: Refer to progression tables to see which skills are to be continued to use and practice.	quotations (in dialogue), coordinating conjunctions, comma (usage)



North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

4L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a) Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b) Recognize and explain the meaning of common idioms, adages, and proverbs. c) Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	simile, metaphor, idiom, proverbs, adages, synonyms, antonyms
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North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

GRADE 5

Strand	Code	Standard Description	Essential Vocabulary
Reading Standards for Literature/Fiction 3-5	5.RL.1	Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.	quote, quotation, explicit, inference, summarize, textual evidence
	5.RL.6	Describe how a narrator's or speaker's point of view influences how events are described.	point of view, influence, narrator
	5.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level independently and proficiently.	comprehend, proficiently, different genres
Reading Standards for Informational/Nonfiction Text 3-5	5.RI.1	Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.	quote, inference, explicit, textual evidence, summarize
	5.RI.2	Determine two or more main ideas of a text and explain how they are supported by key details.	main idea, supporting details
	5.RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.	comprehend, informational
Reading Standards: Foundational Skills 3-5	5.RF.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a) Read grade-level text with purpose and understanding. b) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	fluency, accuracy, appropriate rate, prose, expression



North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

Writing Standards 3-5	5.W.1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b) Provide logically ordered reasons that are supported by facts and details. c) Link opinion and reasons using transitional words, phrases, and clauses (e.g., consequently, specifically). d) Provide a concluding statement or section related to the opinion presented. 	opinion, introduction, transitional words, conclusion, details and reasons
	5.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c) Link ideas within and across categories of information using transitional words, phrases, and clauses (e.g., in contrast, especially). d) Use precise language and domain-specific vocabulary to inform about or explain the topic. e) Provide a concluding statement or section related to the information or explanation presented. 	informative/explanatory text, headings, illustrations, multimedia, transitional words
	5.W.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c) Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d) Use concrete words and phrases and sensory details to convey experiences and events precisely. e) Provide a conclusion that follows from the narrated experiences or events. 	narrative, dialogue, transitional words, sensory details, concrete phrases or words



North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

Speaking and Listening Standards 3-5	5.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b) Follow agreed-upon rules for discussions and carry out assigned roles. c) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 	collaborate, engage effectively, discussions, elaborate
	5.SL.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	summarize, quantitatively



North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

<p>Language Standards 3-5</p>	<p>5.L.1</p>	<p>Within the context of authentic English writing and speaking...</p> <p>Practice:</p> <ul style="list-style-type: none"> a) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. b) Produce complex and compound-complex sentences. c) Rearrange complete simple and compound sentences of a variety of lengths. d) Ensure pronoun-antecedent agreement. e) Explain and use linking verbs. f) Use verb tense to convey various times and sequences. g) Use relative pronouns (who, whose, whom, which, that). h) Use relative adverbs (where, when, why). i) Use correlative conjunctions (e.g., either/or, neither/nor). j) Resolve issues of complex or contested usage, consulting reliable references as needed. k) Use coordinating and subordinating conjunctions. l) Explain the function of coordinating conjunctions. <p>Demonstrate proficiency in:</p> <ul style="list-style-type: none"> m) Use possessive nouns. n) Explain the function of a noun. o) Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. p) Form and use the perfect (e.g., I had walked; I have walked; I will walk) verb tenses. q) Use helping and modal auxiliaries (e.g., can, may, must) to convey various conditions. r) Explain the function of a verb. <p>Continually use and maintain proficiency: Refer to progression tables to see which skills are to be continually used and practiced.</p>	<p>possessive nouns, verb tenses, auxiliaries, function of verbs and nouns</p>
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North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

5.L.2	<p>Within the context of authentic English writing and speaking...</p> <p>Practice:</p> <ul style="list-style-type: none">a) Use commas and quotation marks in dialogue.b) Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).c) Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts). <p>Display proficiency in:</p> <ul style="list-style-type: none">d) Form and use possessives.e) Use correct capitalization overall.f) Use a comma to separate an introductory element from the rest of a sentence.g) Use underlining, quotation marks, or italics to indicate titles of works. <p>Continually use and maintain proficiency: Refer to progression tables to see which skills are to be continued to use and practice.</p>	possessives, capitalization, comma usage
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North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

GRADE 6

Strand	Code	Standard Description	Essential Vocabulary
Reading Standards for Literature/Fiction 6-8	RL.1	Read closely to comprehend text a) Cite textual evidence to support analysis of what the text says explicitly. b) Cite textual evidence to support inferences drawn from the text. c) Provide a summary of the text excluding personal opinions or judgments.	textual evidence, inference, cite, explicit, objective, summarize, details
	RL.2	Determine a theme or central idea of a text and explain how it is conveyed through particular details.	theme, central idea, objective, summarize, details, explicit
	RL.3	Describe how a particular story's or drama's plot unfolds as well as how the characters respond or change as the plot moves toward a resolution.	drama, plot, exposition, rising action, climax, falling action, resolution, conflict
	RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (Figurative language may include simile, metaphor, hyperbole, personification; sounds may include onomatopoeia, rhyme, rhythm).	figurative language, connotation
Reading Standards for Informational/Nonfiction Text 6-8	RI.1	Read closely to comprehend text a) Cite textual evidence to support analysis of what the text says explicitly. b) Cite textual evidence to support inferences drawn from the text. c) Provide an objective (excluding personal opinions or judgments) summary of the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)	inference, textual evidence, analysis, conclusion, explicitly, objective, summary
	RI.2	Determine a central idea of a text and explain how it is conveyed through particular details.	central idea
	RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	figurative language, connotation, technical meaning
	RI.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	point of view, author's purpose



North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

	RI.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (Supported claims may include historical or scientific evidence; non-supported claims may include propaganda and advertising.)	trace, evaluate, claim, reasons, evidence
Writing Standards 6-8	W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> a) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension. b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c) Use appropriate words, phrases, and clauses as transitions to clarify the relationships among ideas and concepts. d) Use precise language and domain-specific vocabulary to inform about or explain the topic. e) Establish and maintain a formal writing style. f) Provide a concluding statement or section that follows from the information or explanation presented. 	informative, explanatory, introduction, conclusion, concrete details, examples, quotations
	W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> a) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e) Provide a conclusion that follows from the narrated experiences or events. 	introduction, conclusion, characters, narrator, dialogue, transitions, event sequence
	W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)	clear, coherent, development, organization, style, audience



North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

	W.9	<p>Incorporate evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a) Apply <i>grade 6 Reading standards</i> to literature. (e.g., Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.) b) Apply <i>grade 6 Reading standards</i> to literary nonfiction. (e.g., Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.) 	evidence, analysis, reflection, research
Speaking and Listening Standards 6-8	SL.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to explore and reflect on ideas being discussed. b) Follow rules for collaborative discussions, set specific goals and deadlines, and define individual roles as needed. c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue being discussed. d) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. 	collaborative discussions



North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

Language Standards 6-8	L.1	<p>Within the context of authentic English writing and speaking...</p> <p>Introduce:</p> <ul style="list-style-type: none"> a) Recognize and correct inappropriate shifts in verb tense. b) Ensure that pronouns are in the proper case (subjective, objective, possessive). c) Recognize and correct inappropriate shifts in pronoun number and person. d) Explain the function of coordinating conjunction e) Use coordinating and subordinating conjunctions. <p>Practice:</p> <ul style="list-style-type: none"> f) Produce complex and compound-complex sentences. g) Rearrange complete simple and compound sentences of a variety of lengths. h) Ensure pronoun-antecedent agreement. i) Use correlative conjunctions (e.g., either/or, neither/nor). j) Resolve issues of complex or contested usage, consulting reliable references as needed. <p>Demonstrate proficiency in:</p> <ul style="list-style-type: none"> k) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. l) Explain the function of and use linking verbs. m) Use verb tense to convey various times and sequences. n) Use relative pronouns (who, whose, whom, which, that). o) Explain the function of pronouns. p) Use relative adverbs (where, when, why). 	complete sentences, fragments, run-ons, linking verbs, verb tense, relative pronouns, relative adverbs
	L.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Introduce:</p> <ul style="list-style-type: none"> a) No new skills are introduced in sixth grade. <p>Practice:</p> <ul style="list-style-type: none"> a) Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position based spelling, syllable patterns, ending rules, meaningful word parts) <p>Display proficiency in:</p> <ul style="list-style-type: none"> b) Use commas and quotation marks in dialogue. c) Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness). 	commas, quotation marks, dialogue, prefixes, suffixes



North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

L.4	<p>Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none">a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).c) Consult 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 or its part of speech.	context, Greek or Latin affixes
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North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

GRADE 7

Strand	Code	Standard Description	Essential Vocabulary
Reading Standards for Literature/Fiction 8	RL. 1	Read closely to comprehend text a) Cite several pieces of textual evidence to support analysis of what the text says explicitly. b) Cite several pieces of textual evidence to support inferences drawn from the text. c) Provide an objective summary.	textual evidence, inference, cite, explicit, objective, summarize, details
	RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text.	theme, central idea
	RL. 3	Analyze how particular elements, such as foreshadowing, point of view, plot development, protagonist, antagonist, theme, etc., of a story or drama interact (e.g., how setting shapes the characters or plot).	foreshadowing, point of view, plot development, protagonist, antagonist
	RL.6	Analyze how an author develops and contrasts the points of view or perspectives of different characters or narrators in a text.	point of view, perspectives
Reading Standards for Informational/Nonfiction Text 6-8	RI.1	Read closely to comprehend text a) Cite several pieces of textual evidence to support analysis of what the text says explicitly. b) Cite several pieces of textual evidence to support inferences drawn from the text. c) Provide an objective summary of the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)	inference, textual evidence, analysis, conclusion, explicitly, objective, summary
	RI.2	Determine two or more central ideas in a text and analyze their development over the course of the text.	central idea
	RI.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	point of view, author's purpose
	RI.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	trace, evaluate, claim, reasons, evidence, sound/valid, relevant, sufficient



North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

Writing Standards 6-8	W.1	<p>Write arguments to support claim(s) (thesis statement) with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a) Introduce claim(s), address alternate or opposing claims (counterclaims), and organize the reasons and evidence logically. b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c) Use words, phrases, and clauses as transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d) Establish and maintain a formal writing style. e) Provide a concluding statement or section that follows from and supports the argument presented. 	argument, claim/thesis statement, relevant evidence, logical reasoning, credible source, concluding statement, transitions, counterclaim
	W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension. b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c) Use appropriate words, phrases, and clauses as transitions to create cohesion and clarify the relationships among ideas and concepts. d) Use precise language and domain-specific vocabulary to inform about or explain the topic. e) Establish and maintain a formal writing style. f) Provide a concluding statement or section that follows from and supports the information or explanation presented. 	informative, explanatory, introduction, conclusion, concrete details, examples, quotations
	W.8	<p>Gather relevant information from multiple print and digital sources.</p> <ul style="list-style-type: none"> a) Use search terms effectively. b) Assess the credibility and accuracy of each source. c) Quote or paraphrase the information and conclusions of others. d) Avoid plagiarism. e) Follow a standard format for citation. 	relevant information, digital sources, print sources, search terms, credibility, accuracy, plagiarism, citation, quote, paraphrase, citation



North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

Speaking and Listening Standards 6-8	SL.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a) Come to discussions prepared, having read the material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to explore and reflect on ideas being discussed. b) Follow rules for collaborative discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d) Acknowledge new information expressed by others and, when warranted, modify their own views. 	collaborative discussions
	SL.4	<p>Present claims and findings, emphasizing significant points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	eye contact, volume, pronunciation



North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

<p>Language Standards 6-8</p>	<p>L.1 Within the context of authentic English writing and speaking... Introduce:</p> <ul style="list-style-type: none"> a) Use and describe verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b) Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. c) Explain the function of phrases and clauses in general and their function in specific sentences. d) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. e) Form and use verbs in the active and passive voice. f) Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). <p>Practice:</p> <ul style="list-style-type: none"> g) Rearrange complete simple and compound sentences of a variety of lengths. h) Ensure pronoun-antecedent agreement. i) Recognize and correct inappropriate shifts in verb tense. j) Ensure that pronouns are in the proper case (subjective, objective, possessive). k) Recognize and correct inappropriate shifts in pronoun number and person. l) Resolve issues of complex or contested usage, consulting reliable references as needed. m) Explain the function of coordinating conjunction n) Use coordinating and subordinating conjunctions <p>Demonstrate proficiency in:</p> <ul style="list-style-type: none"> o) Produce complex and compound-complex sentences. p) Use correlative conjunctions (e.g., either/or, neither/nor). q) Explain the function of subordinating conjunctions. r) Explain the function of a prepositional phrase. 	<p>complex sentence, compound-complex sentence, correlative conjunctions, subordinating conjunctions, prepositional phrase</p>
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North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

L.4	<p>Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none">a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).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 or its part of speech.	context, Greek or Latin affixes
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North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

GRADE 8

Strand	Code	Standard Description	Essential Vocabulary
Reading Standards for Literature/Fiction 6-8	RL.1	Read closely to comprehend text a) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly. b) Cite the textual evidence that most strongly supports inferences drawn from the text. c) Provide an objective summary.	textual evidence, inference, cite, explicit, objective, summarize, details
	RL.3	Analyze how particular lines of dialogue or incidents in a story, poem, or drama propel the action, reveal aspects of a character, or prompt a decision.	dialogue, incident
	RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (Figurative language may include simile, metaphor, hyperbole, personification; sounds may include onomatopoeia, rhyme, rhythm).	connotation, figurative meaning, analogy, allusion
Reading Standards for Informational/Nonfiction Text 6-8	RI.1	Read closely to comprehend text. a) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly. b) Cite the textual evidence that most strongly supports inferences drawn from the text. c) Provide an objective summary of the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)	inference, textual evidence, analysis, conclusion, explicitly, objective, summary
	RI.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.	central idea
	RI.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	point of view, conflicting evidence, viewpoints
	RI.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	trace, evaluate, claim, reasons, evidence, sound/valid, relevant, sufficient



North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

Writing Standards 6-8	W.1	<p>Write arguments to support claim(s) (thesis statement) with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a) Introduce claim(s), address and distinguish the claim(s) from alternate or opposing claims (counterclaims), and organize the reasons and evidence logically. b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c) Use words, phrases, and clauses as transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d) Establish and maintain a formal writing style. e) Provide a concluding statement or section that follows from and supports the argument presented. 	<p>argument, claim/thesis statement, relevant evidence, reasoning, credible source, concluding statement, transitions, counterclaim</p>
	W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension. b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c) Use appropriate and varied words, phrases, and clauses as transitions to create cohesion and clarify the relationships among ideas and concepts. d) Use precise language and domain-specific vocabulary to inform about or explain the topic. e) Establish and maintain a formal writing style. f) Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>informative, explanatory, introduction, conclusion, concrete details, examples, quotations</p>
	W.8	<p>Gather relevant information from multiple print and digital sources.</p> <ul style="list-style-type: none"> a) Use search terms effectively. b) Assess the credibility and accuracy of each source. c) Quote or paraphrase the information and conclusions of others. d) Avoid plagiarism. e) Follow a standard format for citation. 	<p>relevant information, digital sources, print sources, search terms, credibility, accuracy, plagiarism, citation, quote, paraphrase, citation</p>



North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

Speaking and Listening Standards 6-8	SL.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to explore and reflect on ideas being discussed. b) Follow rules for collaborative discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed. c) Pose questions that connect the ideas of several speakers and elicit elaboration, and respond to others' questions and comments with relevant evidence, observations, and ideas. d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented. 	collaborative discussions
	SL.4	<p>Present claims and findings, emphasizing significant points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	eye contact, volume, pronunciation



North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

<p>Language Standards 6-8</p>	<p>L.1 Within the context of authentic English writing and speaking...</p> <p>Introduce:</p> <ul style="list-style-type: none"> a) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. b) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). <p>Practice:</p> <ul style="list-style-type: none"> c) Ensure pronoun-antecedent agreement. d) Recognize variations from Standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language. e) Explain the function of phrases and clauses in general and their function in specific sentences. f) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. g) Recognize and correct inappropriate shifts in verb tense. h) Ensure that pronouns are in the proper case (subjective, objective, possessive). i) Recognize and correct inappropriate shifts in pronoun number and person. j) Resolve issues of complex or contested usage, consulting reliable references as needed. <p>Demonstrate proficiency in:</p> <ul style="list-style-type: none"> k) Rearrange complete simple and compound sentences of a variety of lengths. l) Use and describe verbals (gerunds, participles, infinitives) in general and their function in particular sentences. m) Form and use verbs in the active and passive voice n) Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). o) Explain the function of an adverb. p) Explain the function of coordinating conjunction q) Use coordinating and subordinating conjunctions 	<p>simple sentence, compound sentence, gerunds, participles, infinitives, active voice, passive voice, adjective order, adverb, coordinating conjunction, subordinating conjunction</p>
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North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

L.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Introduce:</p> <ul style="list-style-type: none"> a) Use punctuation (comma, parentheses, dash) to set off nonrestrictive/parenthetical elements b) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. c) Use a colon to introduce a list or quotation. <p>Practice:</p> <ul style="list-style-type: none"> d) Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts) Display proficiency in: e) Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt). 	commas, coordinate adjectives
L.4	<p>Determine or clarify the meaning of unknown and multiple meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). 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 or its part of speech. 	context, Greek or Latin affixes



North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

GRADE 9-10

	<i>Strand</i>	<i>Code</i>	<i>Standard Description</i>	<i>Essential Vocabulary</i>
Reading Standards for Literature/Fiction 9-12		RL1	Read closely to comprehend texts of grade-level appropriate complexity: a) Determine what the text says explicitly and implicitly. b) Provide an objective summary of the text. c) Cite strong and thorough textual evidence.	Read closely, determine, explicit, implicit, objective summary, cite, textual evidence
		RL2	Determine and analyze a theme and/or central idea of texts: a) Determine a theme and/or central idea. b) Analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details c) Cite strong and thorough textual evidence.	Determine, analyze, theme, central idea, emerge, refined, cite, textual evidence
		RL3	Analyze how and why characters and/or textual elements develop and interact over the course of a text: a) Analyze how complex characters and/or literary elements (e.g., characters with multiple or conflicting motivations; symbolism, mood, setting, etc. in poetry) develop over the course of a text, interact with other elements, and advance the plot or develop the theme. b) Cite strong and thorough textual evidence.	Complex characters, literary elements, advance the plot, develop the theme
		RL4	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., evoking a sense of time and place; setting a formal or informal tone; identifying bias in language).	Determine, figurative, connotative, analyze, cumulative impact, meaning, tone
		RL9	Find connections between texts to analyze and evaluate how effectively an author draws on other texts in a specific work (e.g., through allusions, prequels, sequels; transforming an earlier story).	Analyze, evaluate, draws on, find connections



North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

Reading Standards for Informational/Nonfiction Text 9-12	RI1	<p>Read closely to comprehend texts of grade-level appropriate complexity:</p> <ul style="list-style-type: none"> a) Determine what the text says explicitly and implicitly. b) Provide an objective summary of the text. c) Cite strong and thorough textual evidence. 	Read closely, determine, explicit, implicit, objective summary, cite, textual evidence
	RI6	Determine an author's point of view or purpose and possible biases in a text, and analyze how the author's choices advance or detract from the effectiveness of the text.	Determine, author's point-of-view, author's purpose, biases, analyze, author's choices, advance or detract, effectiveness
Writing Standards 9-12	W1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> a) Introduce precise claim(s) and distinguish the claim(s) from alternate or opposing claims; engage and orient the reader. b) Organize writing that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. c) Develop claim(s) and counterclaims, pointing out the strengths and limitations of both by supplying relevant and credible evidence. d) 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. e) Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing. f) Provide a conclusion that follows from and supports the argument presented. 	<p>arguments, support claims, analysis, substantive topics or texts, valid reasoning, relevant and sufficient evidence</p> <ul style="list-style-type: none"> a) Introduce, precise claims, distinguish, alternate or opposing, engage and orient b) Clear relationships among claims, counterclaims, reasons, evidence c) Develop claims and counterclaims, limitation, relevant and credible evidence d) Cohesion, clarify the relationship, claim, counterclaim e) Appropriate style, tone, discipline f) Conclusion, follows from



North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

W2	<p>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> <ul style="list-style-type: none"> a) Introduce a topic and establish a clear focus, purpose, and thesis statement to and engage and orient the reader. b) 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 aid comprehension. c) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience. d) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e) Use precise language and domain-specific vocabulary to manage the complexity of the topic. f) Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing. g) Provide a conclusion that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 	<ul style="list-style-type: none"> a) Thesis statement, engage, orient b) Complex ideas, formatting, graphics, multimedia c) Relevant, sufficient, extended definitions, concrete details d) Varied transitions, cohesion, clarify, complex ideas e) Precise language, domain-specific vocabulary f) Appropriate style, tone
W4	<p>Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Grade specific expectations for writing types are defined in standards 1–3.).</p>	<p>Format, coherent, style, tasks, purposes, audiences</p>
W5	<p>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.).</p>	<p>Planning, revising, editing, trying a new approach, specific purpose and audience</p>
W9	<p>Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills described in 9-10 reading standards.</p>	<p>Draw evidence, support analysis, reflection</p>



North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

<p>Speaking and Listening Standards 9-12</p>	<p>SL1</p>	<p>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..</p> <ul style="list-style-type: none"> 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) Work with peers to set rules for collaborative 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. 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. d) Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement; when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. 	<p>initiate, collaborative</p> <ul style="list-style-type: none"> a) Explicitly draw on, stimulate, well-reasoned exchange b) Collaborative discussions c) Propel conversations, posing questions, broader themes, actively incorporate others, verify, challenge conclusions d) Diverse perspectives, qualify, justify, warranted
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North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

<p>Language Standards 9-12</p>	<p>L1 g & i-m</p> <p>Within the context of authentic English writing and speaking...</p> <p>Introduce:</p> <ul style="list-style-type: none"> a) Use parallel structure. b) Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. c) Recognize and correct inappropriate shifts in verb voice (i.e., active vs. passive). <p>Practice:</p> <ul style="list-style-type: none"> d) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. e) Recognize and correct inappropriate shifts in verb tense. f) Resolve issues of complex or contested usage, consulting reliable references as needed. <p>Demonstrate proficiency in:</p> <ul style="list-style-type: none"> g) Ensure pronoun-antecedent agreement. h) Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. i) Explain the function of phrases and clauses in general and their function in specific sentences. j) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. k) Ensure that pronouns are in the proper case (i.e., subjective, objective, possessive). l) Recognize and correct inappropriate shifts in pronoun number and person. m) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). <p>Continually use and maintain proficiency: Refer to charts in this section.</p>	<ul style="list-style-type: none"> g) pronoun-antecedent agreement i) function, phrases, clauses j) simple, compound, complex, compound-complex sentences, differing relationships k) pronoun, proper case, subjective, objective, possessive l) inappropriate pronoun shift m) vague pronoun, ambiguous antecedents
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North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

<p>L2 d-f</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Introduce:</p> <ul style="list-style-type: none"> a) Use punctuation (i.e., brackets and ellipses) as appropriate for advanced types and purposes of writing. b) Observe hyphenation conventions. Practice: c) Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts) <p>Display proficiency in:</p> <ul style="list-style-type: none"> d) Use punctuation (i.e., comma, dash, parentheses) to set off nonrestrictive/parenthetical elements. e) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. f) Use a colon to introduce a list or quotation. <p>Continually use and maintain proficiency: Refer to charts in this section.</p>	<ul style="list-style-type: none"> d) dash, parenthesis, nonrestrictive, parenthetical elements e) semicolon, conjunctive adverb, independent clause f) colon
<p>L4 a</p>	<p>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.</p> <ul style="list-style-type: none"> 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) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). 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, it’s part of speech, or its etymology. 	<ul style="list-style-type: none"> a) determine, clarify, multiple meaning b) context clues



North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

GRADE 11-12

<i>Strand</i>	<i>Code</i>	<i>Standard Description</i>	<i>Essential Vocabulary</i>
Reading Standards for Literature/Fiction 9-12	RL 1	Read closely to comprehend texts of grade-level appropriate complexity: a) Determine what the text says explicitly and implicitly. b) Identify and analyze any ambiguities in the text. c) Provide an objective summary of the text. d) Cite strong and thorough textual evidence.	Read closely, determine, explicit, implicit, identify, analyze, ambiguity, objective summary, cite, textual evidence
	RL 2	Determine and analyze themes and/or central ideas of texts: a) Determine themes and/or central ideas. b) Analyze in detail the development of the themes and/or central ideas over the course of the text, including how they interact and build on one another to produce a complex account. c) Cite strong and thorough textual evidence.	Determine, analyze, theme, complex account, central idea, interact, build on, cite, textual evidence
	RL 6	Determine purpose or point of view by distinguishing what is really meant from what is directly stated (e.g., in texts that use satire, sarcasm, irony, understatement).	Determine, purpose, point-of-view, distinguishing
Reading Standards for Informational/Nonfiction Text 9-12	RI 1	Read closely to comprehend texts of grade-level appropriate complexity: a) Determine what the text says explicitly and implicitly. b) Identify and analyze any ambiguities in the text. c) Provide an objective summary of the text. d) Cite strong and thorough textual evidence.	Read closely, comprehend, determine, explicit, implicit, analyze, ambiguities, identify, objective summary, cite, textual evidence
	RI2	Determine and analyze themes and/or central ideas of texts: a) Determine themes and/or central ideas. b) Analyze the development of the themes and/or ideas over the course of the text, including how they interact and build on one another to produce a complex account. c) Cite strong and thorough textual evidence.	Determine, analyze, theme, complex account, central idea, interact, build on, cite, textual evidence



North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

RI4	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, including words with multiple meanings or language that creates particular effects.	Determine, figurative, connotative, technical meanings, analyze, cumulative impact, meaning, tone, multiple meanings
RI6	Determine an author's point of view or purpose and possible biases in a text, and analyze how the author's choices about style, content, and presentation are particularly effective or ineffective in achieving the author's purposes.	Determine, point of view, purpose, biases, author's choices, style, content, presentation, effective, ineffective
RI8	Delineate and evaluate a text's argumentative reasoning and persuasive techniques, including emotional appeals and establishing credibility.	Delineate, evaluate, argumentative reasoning, persuasive techniques, emotional appeals, establishing credibility
RI10	By the end of grade 11, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed. By the end of grade 12, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.	text complexity, print genres, other media, proficiently, scaffolding



North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

Writing Standards 9-12	W1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant and sufficient evidence and appropriate rhetorical strategies for a variety of purposes, audiences, and contexts.</p> <ul style="list-style-type: none"> a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), and distinguish the claim(s) from alternate or opposing claims; engage and orient the reader. b) Organize writing that logically sequences claim(s), counterclaims, reasons, and evidence. c) Develop claim(s) and counterclaims, pointing out the strengths and limitations of both by supplying relevant and credible evidence; use appropriate rhetorical strategies for the audience’s knowledge level, concerns, values, and possible biases. d) Use words, phrases, and clauses as well as varied syntax 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. e) Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing. f) Provide a conclusion that follows from and supports the argument presented. g) Incorporate elements of narrative and informative/explanatory writing into arguments when appropriate for purpose, audience, and context. 	<p>arguments, support claims, analysis, substantive topics or texts, valid reasoning, relevant and sufficient evidence, rhetorical strategies, purposes, audience, context</p> <ul style="list-style-type: none"> a) Introduce, precise and knowledgeable claims, establish significance, distinguish, alternate or opposing, engage and orient b) Logically sequences, claims, counterclaims, reasons, evidence c) Develop claims and counterclaims, limitation, relevant and credible evidence, appropriate rhetorical strategies, audience’s knowledge level, possible biases d) Varied syntax, cohesion, clarify the relationship, claim, counterclaim e) Appropriate style, tone, discipline f) Conclusion, follows from g) Incorporate, narrative, informative/explanatory, purpose, audience, context
	W4	<p>Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.).</p>	<p>Format, coherent, style, tasks, purposes, audiences</p>
	W7	<p>Conduct short as well as more sustained research projects to answer complex questions (including self-generated questions) or solve problems.</p> <ul style="list-style-type: none"> a) Develop a complex research question or set of questions. b) Narrow or broaden the inquiry when appropriate. c) Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 	<p>sustained research, complex questions, self-generated questions</p> <ul style="list-style-type: none"> a) Complex research question b) Narrow, broaden, inquiry c) Synthesize



North Dakota Priority Standards and Proficiency Scales

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	<p>W8 Gather relevant information from multiple authoritative print and digital sources.</p> <ul style="list-style-type: none"> a) Use advanced searches effectively. b) Assess the strengths and limitations of each source in terms of the task, purpose, and audience. c) Integrate information into the text selectively to maintain the flow of ideas. d) Avoid plagiarism. e) Avoid overreliance on any one source. f) Follow a standard format for citation that is appropriate for the discipline and writing type. 	<p>relevant information, authoritative print and digital sources</p> <ul style="list-style-type: none"> a) Advanced searches b) Assess, limitation, task, purpose, audience c) Integrate information, selectively maintain flow d) Plagiarism e) Overreliance f) Standard format for citation, discipline, writing type
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Speaking and Listening Standards 9-12</p>	<p>SL1 Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> 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) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. 	<p>Initiate, collaborative</p> <ul style="list-style-type: none"> a) Explicitly draw on, well-reasoned exchange, stimulate b) Civil, democratic discussions c) Propel conversations, posing questions, broader themes, actively incorporate others, clarify, verify, challenge conclusions, probe reasoning and evidence, full range of positions, divergent and creative perspectives d) Diverse perspectives, synthesize comments, claims, evidence, resolve contradictions, deepen the investigation
	<p>SL3 Evaluate a speaker’s point of view, reasoning, evidence, and rhetorical strategies, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>Point-of-view, reasoning, rhetorical strategies, assessing, stance, premises, links among ideas, points of evidence, tone</p>



North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

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<p>Language Standards 9-12</p>	<p>L1 a-e Within the context of authentic English writing and speaking... Demonstrate proficiency in:</p> <ul style="list-style-type: none"> a) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. b) Use parallel structure. c) Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. d) Recognize and correct inappropriate shifts in verb voice (i.e., active vs. passive). e) Recognize and correct inappropriate shifts in verb tense. f) Resolve issues of complex of contested usage, consulting reliable references as needed. <p>Continually use and maintain proficiency: Refer to charts in this section.</p>	<ul style="list-style-type: none"> a) Phrases, clauses, misplaced, dangling modifiers b) Parallel structure c) Noun, verb, adjectival, adverbial, participial, prepositional, absolute phrases, independent, noun, relative, adverbial clauses, convey, add variety d) Inappropriate shift, verb voice e) Inappropriate shift, verb tense
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