

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



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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



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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



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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>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>



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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. <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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