

# 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		<b>RL1</b>	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
		<b>RL2</b>	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
		<b>RL3</b>	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
		<b>RL4</b>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (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
		<b>RL9</b>	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



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



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<b>W2</b>	<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"> <li>a) Introduce a topic and establish a clear focus, purpose, and thesis statement to and engage and orient the reader.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>e) Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>f) Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.</li> <li>g) Provide a conclusion that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>	<ul style="list-style-type: none"> <li>a) Thesis statement, engage, orient</li> <li>b) Complex ideas, formatting, graphics, multimedia</li> <li>c) Relevant, sufficient, extended definitions, concrete details</li> <li>d) Varied transitions, cohesion, clarify, complex ideas</li> <li>e) Precise language, domain-specific vocabulary</li> <li>f) Appropriate style, tone</li> </ul>
<b>W4</b>	<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>
<b>W5</b>	<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>
<b>W9</b>	<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>



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<p>Speaking and Listening Standards 9-12</p>	<p><b>SL1</b></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"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	<p>initiate, collaborative</p> <ul style="list-style-type: none"> <li>a) Explicitly draw on, stimulate, well-reasoned exchange</li> <li>b) Collaborative discussions</li> <li>c) Propel conversations, posing questions, broader themes, actively incorporate others, verify, challenge conclusions</li> <li>d) Diverse perspectives, qualify, justify, warranted</li> </ul>
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<p>Language Standards 9-12</p>	<p><b>L1 g &amp; i-m</b></p> <p>Within the context of authentic English writing and speaking...</p> <p>Introduce:</p> <ul style="list-style-type: none"> <li>a) Use parallel structure.</li> <li>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.</li> <li>c) Recognize and correct inappropriate shifts in verb voice (i.e., active vs. passive).</li> </ul> <p>Practice:</p> <ul style="list-style-type: none"> <li>d) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> <li>e) Recognize and correct inappropriate shifts in verb tense.</li> <li>f) Resolve issues of complex or contested usage, consulting reliable references as needed.</li> </ul> <p>Demonstrate proficiency in:</p> <ul style="list-style-type: none"> <li>g) <b>Ensure pronoun-antecedent agreement.</b></li> <li>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.</li> <li>i) <b>Explain the function of phrases and clauses in general and their function in specific sentences.</b></li> <li>j) <b>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</b></li> <li>k) <b>Ensure that pronouns are in the proper case (i.e., subjective, objective, possessive).</b></li> <li>l) <b>Recognize and correct inappropriate shifts in pronoun number and person.</b></li> <li>m) <b>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</b></li> </ul> <p>Continually use and maintain proficiency: Refer to charts in this section.</p>	<ul style="list-style-type: none"> <li>g) pronoun-antecedent agreement</li> <li>i) function, phrases, clauses</li> <li>j) simple, compound, complex, compound-complex sentences, differing relationships</li> <li>k) pronoun, proper case, subjective, objective, possessive</li> <li>l) inappropriate pronoun shift</li> <li>m) vague pronoun, ambiguous antecedents</li> </ul>
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<p><b>L2 d-f</b></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"> <li>a) Use punctuation (i.e., brackets and ellipses) as appropriate for advanced types and purposes of writing.</li> <li>b) Observe hyphenation conventions. Practice:</li> <li>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)</li> </ul> <p>Display proficiency in:</p> <ul style="list-style-type: none"> <li><b>d) Use punctuation (i.e., comma, dash, parentheses) to set off nonrestrictive/parenthetical elements.</b></li> <li><b>e) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</b></li> <li><b>f) Use a colon to introduce a list or quotation.</b></li> </ul> <p>Continually use and maintain proficiency: Refer to charts in this section.</p>	<ul style="list-style-type: none"> <li>d) dash, parenthesis, nonrestrictive, parenthetical elements</li> <li>e) semicolon, conjunctive adverb, independent clause</li> <li>f) colon</li> </ul>
<p><b>L4 a</b></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"> <li>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.</li> <li>b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>a) determine, clarify, multiple meaning</li> <li>b) context clues</li> </ul>

