

North Dakota English Language Arts & Literacy Content Standards

Grade 11-12 Prioritized Standards

Northeast Education Services Cooperative (NESC) - 2017



How to Read This Document

Example: 11-12.RL.1

“11-12.RL.1” references the grade level followed by the content strand and then the code for the anchor. The code “RL.1” is taken directly from the North Dakota Department of Public Instruction’s standards document. The “11-12” at the beginning was added by the NESC for clear referencing of grade levels when working with the prioritized standards documents.

Prioritized Standards

Reading Standards for Literature/Fiction

Key Ideas and Details:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
11-12.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.	✓	✓	✓	✓	✓	5
11-12.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,	✓	✓	✓	✓	✓	5

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	including how they interact and build on one another to produce a complex account. c. Cite strong and thorough textual evidence.						
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Craft and Structure:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
11-12.RL.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that creates particular aesthetic effect	✓	✓	✓	✓	✓	5
11-12.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).	✓	✓	✓	✓	✓	5

Integration of Knowledge and Ideas:

No standards were prioritized within this cluster.

Range of Reading and Level of Text Complexity:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
11-12.RL.10	By the end of grade 11, read and comprehend grade-level appropriate 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.	✓	✓	✓	✓	✓	5

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Reading Standards for Informational/Nonfiction Text

Key Ideas and Details:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
11-12.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.	✓	✓	✓	✓	✓	5
11-12.RI.2	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.	✓	✓	✓	✓	✓	5
11-12.RI.3	Analyze how and why multiple individuals, events, and ideas develop and interact over the course of a text: a. Analyze how multiple individuals, sequences of events, and ideas develop and interact over the course of a text. b. Cite strong and thorough textual evidence.	✓	✓		✓	✓	4

Craft and Structure:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
11-12.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone, including words with multiple meanings or language that creates particular effects.	✓	✓	✓	✓	✓	5

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11-12.RI.6	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.	✓	✓	✓	✓	✓	5
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Integration of Knowledge and Ideas:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
11-12.RI.8	Delineate and evaluate a text's argumentative reasoning and persuasive techniques, including emotional appeals and establishing credibility.	✓	✓	✓	✓	✓	5
11-12.RI.9	Analyze how texts within and/or across time periods treat similar topics, addressing their themes, purposes, and rhetorical strategies.	✓	✓	✓		✓	4

Range of Reading and Level of Text Complexity

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
11-12.RI.10	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.	✓	✓	✓	✓	✓	5

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Writing

Text Types and Purposes:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
11-12.W.1	<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> <p>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.</p> <p>b. Organize writing that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>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.</p> <p>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.</p> <p>e. Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a conclusion that follows from and supports the argument presented.</p> <p>g. Incorporate elements of narrative and informative/explanatory writing into arguments when appropriate for purpose, audience, and context.</p>	✓	✓	✓	✓	✓	5
11-12.W.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the	✓	✓	✓	✓		4

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<p>effective selection, organization, and analysis of content for a variety of purposes, audiences, and contexts.</p> <p>a. Introduce a topic and establish a clear focus, purpose, and thesis statement to engage and orient the reader.</p> <p>b. Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.</p> <p>c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.</p> <p>d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>f. Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing.</p> <p>g. Provide a conclusion that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>h. Incorporate elements of narrative and argument writing into informative/explanatory writing when appropriate for purpose, audience, and context.</p>						
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Production, Distribution and Range of Writing:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
11-12.W.4	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.)	✓	✓	✓	✓		4
11-12.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)	✓	✓	✓		✓	4

Research to Build and Present Knowledge:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
11-12.W.7	Conduct short as well as more sustained research projects to answer complex questions (including self-generated questions) or solve problems. 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.	✓	✓	✓	✓	✓	5
11-12.W.8	Gather relevant information from multiple authoritative print and digital sources. 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.	✓	✓	✓		✓	4

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	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.						
11-12.W.9	Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills described in 11-12 reading standards.	✓	✓	✓	✓	✓	5

Speaking and Listening

Comprehension and Collaboration:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
11-12.SL.1	<p>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> <p>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.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>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.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions</p>	✓	✓	✓		✓	4

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	when possible; and determine what additional information or research is required to deepen the investigation or complete the task.						
11-12.SL.3	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.	✓	✓	✓	✓	✓	5

Presentation of Knowledge and Ideas:

No standards were prioritized within this cluster.

Language

Conventions of Standard English:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
11-12.L.1	Within the context of authentic English writing and speaking... <u>Demonstrate proficiency in:</u> 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 or contested usage, consulting reliable references as needed.	✓	✓	✓	✓	✓	5
11-12.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	✓	✓	✓	5

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	<u>Display proficiency in:</u> 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). b. Use punctuation (i.e., brackets and ellipses) as appropriate for advanced types and purposes of writing. c. Observe hyphenation conventions.						
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Knowledge of Language:

No standards were prioritized within this cluster.

Vocabulary Acquisition and Use:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
11-12.L.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	✓	✓	✓	✓	✓	5

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