

North Dakota English Language Arts & Literacy Content Standards

Grade 9-10 Prioritized Standards

Northeast Education Services Cooperative (NESC) - 2017



How to Read This Document

Example: 9-10.RL.1

“9-10.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 “9-10” 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
9-10.RL.1	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	✓	✓	✓	✓	✓	5

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Craft and Structure:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
9-10.RL.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., evoking a sense of time and place, setting a formal or informal tone, identifying bias in language).	✓	✓	✓	✓	✓	5

Integration of Knowledge and Ideas:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
9-10.RL.9	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).	✓	✓	✓	✓	✓	5

Range of Reading and Level of Text Complexity:

No standards were prioritized within this cluster.

Reading Standards for Informational/Nonfiction Text

Key Ideas and Details:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
9-10.RI.1	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.	✓	✓	✓	✓	✓	5
9-10.RI.3	Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text: a. Analyze how specific individuals, sequences of	✓	✓	✓	✓	✓	5

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	events, or ideas develop and/or interact over the course of a text. b. Cite strong and thorough textual evidence.						
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Craft and Structure:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
9-10.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone (e.g., analyzing how the language of a court opinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language).	✓	✓	✓	✓	✓	5
9-10.RI.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	✓	✓	✓	✓	✓	5

Integration of Knowledge and Ideas:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
9-10.RI.9	Analyze how authors draw on other texts in a specific work (e.g., through allusion, direct reference) including how they address related themes and/or concepts.	✓	✓	✓	✓	✓	5

Range of Reading and Level of Text Complexity

No standards were prioritized within this cluster.

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Writing

Text Types and Purposes:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
9-10.W.1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s) and distinguish the claim(s) from alternate or opposing claims; engage and orient the reader.</p> <p>b. Organize writing that establishes clear relationships among 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.</p> <p>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.</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>	✓	✓	✓	✓	✓	5
9-10.W.2	<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> <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 to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.</p> <p>c. Develop the topic with well-chosen, relevant, and</p>	✓	✓	✓	✓	✓	5

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<p>sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for purpose and audience.</p> <p>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.</p> <p>e. Use precise language and domain-specific vocabulary 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>						
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Production, Distribution and Range of Writing:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
9-10.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.)	✓	✓	✓	✓	✓	5
9-10.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 9–10.)	✓	✓	✓	✓	✓	5

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Research to Build and Present Knowledge:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
9-10.W.9	Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills described in 9-10 reading standards.	✓	✓	✓	✓	✓	5

Speaking and Listening

Comprehension and Collaboration:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
9-10.SL.3	Evaluate a speaker's point of view, reasoning, evidence, and rhetorical strategies, identifying any fallacious reasoning or exaggerated or distorted evidence.	✓	✓	✓	✓	✓	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
9-10.L.1	Within the context of authentic English writing and speaking... <u>Introduce:</u> 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).	✓	✓	✓	✓	✓	5

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<p><u>Practice:</u></p> <p>d. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>e. Recognize and correct inappropriate shifts in verb tense.</p> <p>f. Resolve issues of complex or contested usage, consulting reliable references as needed.</p> <p><u>Demonstrate proficiency in:</u></p> <p>g. Ensure pronoun-antecedent agreement.</p> <p>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.</p> <p>i. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>j. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>k. Ensure that pronouns are in the proper case (i.e., subjective, objective, possessive).</p> <p>l. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>m. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p>						
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Knowledge of Language:

No standards were prioritized within this cluster.

Vocabulary Acquisition and Use:

No standards were prioritized within this cluster.

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