

North Carolina English Language Arts Strands/Goals/Objectives English 1	Common Core English Language Arts Standards Strands/CCRS/CCSS Grade 9-10	National Essential Skills Study (NESS) National Rankings Rank		NESS	EOC	Priority
5.02 Demonstrating increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of genres.	<b><u>Reading Standards for Literature</u></b> <b>Range of Reading and Level of Text Complexity</b> 10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	L	M
		E42	Compare/contrast literary genres (science fiction, romance, drama, etc.) or delivery systems (books, live performance, film, etc.).			
5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none"> <li>• selecting, monitoring, and modifying as necessary reading strategies appropriate to readers’ purpose.</li> <li>• identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.</li> <li>• providing textual evidence to support understanding of and reader’s response to text.</li> <li>• demonstrating comprehension of main idea and supporting details.</li> <li>• summarizing key events and/or points from text.</li> </ul>	<b><u>Reading Standards for Informational Text</u></b> <b>Key Ideas and Details</b> <ol style="list-style-type: none"> <li>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</li> <li>3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</li> </ol> <b>Craft and Structure</b> <ol style="list-style-type: none"> <li>5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</li> <li>6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</li> </ol>	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	H	H
		E29	Compare the role of print and nonprint sources, including advertising, in shaping public opinion, noting instances of unsupported inferences and fallacious reasoning.			

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<p>5.03 <i>(Continued from previous page)</i></p> <ul style="list-style-type: none"> <li>• making inferences, predicting, and drawing conclusions based on text.</li> <li>• identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.</li> <li>• making connections between works, self and related topics.</li> <li>• analyzing and evaluating the effects of author’s craft and style.</li> <li>• analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.</li> <li>• identifying and analyzing elements of literary environment found in text in light of purpose, audience, and context.</li> </ul>	<p><i>(Continued from previous page)</i></p> <p><b>Integration of Knowledge and Ideas</b></p> <p>7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p><b>Range of Reading and Level of Text Complexity</b></p> <p>10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p> <p><b>Speaking and Listening Standards Comprehension and Collaboration</b></p> <p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<b>Rank</b>				