

North Dakota English Language Arts Content and Achievement Standards

Grade 10

April 2005

North Dakota Department of Public Instruction

Dr. Wayne G. Sanstead, State Superintendent

600 E Boulevard Avenue, Dept. 201

Bismarck, North Dakota 58505-0440

www.dpi.state.nd.us



Standard 1: Students engage in the research process

Standard 1: Students engage in the research process.				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 10				
RESEARCH PLANNING				
10.1.1. Form questions to focus research	Students form insightful questions to focus research.	Students form relevant questions to focus research.	Students form questions that may not be either directly relevant or do not help to focus research.	Students form questions that are both irrelevant and do not help to focus research.
ACCESSING INFORMATION				
10.1.2. Know ways to effectively search electronic databases; e.g., defining key terms and using limiters to focus a search	Students know an extensive variety of ways to effectively search electronic databases.	Students know a variety of ways to effectively search electronic databases.	Students know some ways to search electronic databases.	Students know very few ways to search electronic databases.
10.1.3. Gather reliable information to support a thesis	Students gather an extensive variety of reliable information that appropriately supports a thesis.	Students gather reliable information that appropriately supports a thesis.	Students gather information that is unreliable or does not support a thesis.	Students gather information that is unreliable and does not support a thesis.
EVALUATING RESEARCH INFORMATION				
10.1.4. Use relevant information	Students always use relevant information.	Students consistently use relevant information.	Students sometimes use irrelevant information.	Students rarely use relevant information.
ORGANIZING AND PRESENTING RESEARCH INFORMATION				
10.1.5. Organize information from a variety of sources into a unified whole	Students effectively and creatively organize information from an extensive variety of sources into a unified whole.	Students effectively organize information from a variety of sources into a unified whole.	Students organize information from some sources into a unified whole.	Students ineffectively organize information.

Standard 1: Students engage in the research process.

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
10.1.6. Use a style sheet, such as MLA or APA, for citing primary and secondary sources	Students use a style sheet for citing primary and secondary sources with few if any minor errors.	Students use a style sheet for citing primary and secondary sources with no significant errors.	Students use a style sheet for citing primary and secondary sources with a few significant or many minor errors.	Students use a style sheet for citing primary and secondary sources with many significant errors.
10.1.7. Paraphrase information	Students address significant information and some subtleties when they paraphrase information.	Students address significant information when they paraphrase information.	Students address some significant information when they paraphrase information.	Students address very little significant information when they paraphrase information.
10.1.8. Use note cards	Students always use note cards effectively.	Students consistently use note cards effectively.	Students sometimes use note cards ineffectively.	Students rarely use note cards effectively.
10.1.9. Develop an outline	Students develop an outline that effectively organizes an extensive variety of information and ideas.	Students develop an outline that effectively organizes a variety of information and ideas.	Students develop an outline that either ineffectively organizes information or that organizes a limited amount of information.	Students develop an outline that ineffectively organizes a limited amount of information.
PRESENTATION				
10.1.10. Write a research paper	Students use appropriate methods to write a research paper with few if any errors.	Students use appropriate methods to write a research paper with no significant errors.	Students use inappropriate methods to write a research paper with a few significant or many minor errors.	Students use inappropriate methods to write a research paper with many significant errors.
10.1.11. Present research information; e.g., informative speech, PowerPoint presentation, video presentation	Students effectively present research information with few if any errors.	Students effectively present research information with no significant errors.	Students present research information either ineffectively or with a few significant errors.	Students present research information both ineffectively and with many significant errors.

Standard 2: Students engage in the reading process

Standard 2: Students engage in the reading process.				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 10				
LITERARY GENRES				
<i>No benchmark expectations at this level</i>				
INFORMATIONAL GENRES				
10.2.1. Summarize information from nonfiction genres	Students address the significant information and some subtleties in a summary of nonfiction text.	Students address the significant information in a summary of nonfiction text.	Students address some significant information in a summary of nonfiction text.	Students address very little or no significant information in a summary of nonfiction text.
VOCABULARY				
<i>No benchmark expectations at this level</i>				
READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS				
10.2.2. Identify techniques used in persuasive writing; i.e., deductive reasoning and use of fact and opinion	Students identify techniques used in persuasive writing with few if any errors.	Students identify techniques used in persuasive writing with some minor errors.	Students identify techniques used in persuasive writing with some significant or many minor errors.	Students identify techniques used in persuasive writing with many significant errors.
PURPOSES FOR READING				
10.2.3. Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.	Students read texts for an extensive variety of purposes and intents.	Students read texts for a variety of purposes and intents.	Students read texts for some purposes and intents.	Students read texts for very few purposes and intents.

Standard 2: Students engage in the reading process.

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
LITERARY ELEMENTS AND TECHNIQUES				
10.2.4. Identify author's use of figurative language including allusion, imagery, and symbolism	Students identify author's use of figurative language with few if any errors.	Students identify author's use of figurative language with no significant errors.	Students identify author's use of figurative language with a few significant or many minor errors.	Students identify author's use of figurative language with many significant errors.
10.2.5. Analyze literary elements; i.e., character, setting, plot, stanza, act, scene, chapter, verse, article, fiction, nonfiction, point of view	Students make an insightful analysis of literary elements and point to textual support for the analysis.	Students make a reasonable analysis of literary elements and point to textual support for the analysis.	Students make either an implausible analysis of literary elements or cannot find support for the analysis.	Students make both an implausible and unsupported analysis of literary elements.
10.2.6. Analyze author's use of mood	Students insightfully analyze author's use of mood and point to textual support for the analysis.	Students analyze author's use of mood and point to textual support for the analysis.	Students either ineffectively analyze author's use of mood or cannot find support for the analysis.	Students ineffectively analyze the author's use of mood without support.
10.2.7. Apply universal themes to real life situations	Students make insightful connections between universal themes and real life situations.	Students make meaningful connections between universal themes and real life situations.	Students make implausible connections between universal themes and real life situations or make connections with difficulty.	Students make implausible connections between universal themes and real life situations and make connections with great difficulty.

Standard 3: Students engage in the writing process

Standard 3: Students engage in the writing process				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 10				
INFORMATIVE WRITING 10.3.1. Write expository texts including research papers	Students write expository text that reflect insight into the genre and have few if any errors.	Students write expository texts that reflect an accurate understanding of the genre and have no significant errors.	Students write expository texts that reflect some understanding of the genre and have a few significant errors.	Students write expository texts that reflect minimal understanding of the genre and have many significant errors.
LITERARY/NARRATIVE WRITING <i>No benchmark expectations at this level</i>				
PERSUASIVE WRITING 10.3.2. Defend a personal opinion using facts as support	Students use an extensive variety of relevant facts to support personal opinion.	Students use a variety of relevant facts to support a personal opinion.	Students use some relevant facts to support a personal opinion.	Students use very few relevant facts to support a personal opinion.
PREWRITING 10.3.3. Use prewriting techniques to generate ideas	Students use an extensive variety of prewriting techniques to generate ideas.	Students use a variety of prewriting techniques to generate ideas.	Students use some prewriting techniques to generate ideas.	Students use very few prewriting techniques to generate ideas.
10.3.4. Organize the ideas and details of a composition according to purpose	Students effectively and creatively organize the ideas and details of a composition.	Students effectively organize the ideas and details of a composition.	Students organize the ideas and details of a composition.	Students organize the ideas and details of a composition both ineffectively and in a way that does not serve the purpose.

Standard 3: Students engage in the writing process

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
DRAFTING				
10.3.5. Elaborate ideas through word choice and description using grade-level vocabulary	Students incorporate grade-level appropriate vocabulary in writing with few if any errors.	Students incorporate grade-level appropriate vocabulary in writing with no significant errors.	Students incorporate grade-level appropriate vocabulary in writing with a few significant or many minor errors.	Students incorporate grade-level appropriate vocabulary in writing with many significant errors.
10.3.6. Organize and write compositions for school and peers	Students effectively organize and write appropriate compositions for school, peers.	Students organize and write appropriate compositions for school and peers.	Students write either ineffective or unorganized compositions for school and peers.	Students write compositions that are both ineffective and unorganized for school and peers.
10.3.7. Use a variety of supporting details	Students use an extensive variety of supporting details.	Students use a variety of supporting details.	Students use some supporting details.	Students use very few supporting details.
LITERARY ELEMENTS AND TECHNIQUES				
10.3.8. Use language appropriate to the format of the composition	Students always use language appropriate to the format of the composition.	Students consistently use language appropriate to the format of the composition.	Students sometimes use language appropriate to the format of the composition.	Students rarely use language appropriate to the format of the composition.
10.3.9. Use precise language to describe people, places, and things	Students effectively and imaginatively use precise language to describe people, places, and things.	Students use precise language to describe people, places, and things in adequate detail.	Students use either ineffective or imprecise language to describe people, places, and things in some detail.	Students use both ineffective and imprecise language to describe people, places, and things in minimal detail.
10.3.10. Use a specific point of view in compositions	Students use a specific point of view in compositions with no errors.	Students use a specific point of view in compositions with no significant errors.	Students use a specific point of view in compositions with a few significant or many minor errors.	Students use point of view in compositions with many significant errors.

Standard 3: Students engage in the writing process

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
REVISING AND EDITING				
10.3.11. Edit and revise compositions with attention to content	Students edit and revise compositions with consistent attention to content and with few if any errors.	Students edit and revise compositions with attention to content and with no significant errors.	Students edit and revise compositions with attention to content and with a few significant or many minor errors.	Students edit and revise compositions with attention to content and with many significant errors.
10.3.12. Edit and revise compositions for consistent point of view	Students edit and revise compositions with consistent attention to point of view and with few if any errors.	Students edit and revise compositions with attention to consistent point of view and with no significant errors.	Students edit and revise compositions with attention to content and consistent point of view with a few significant errors.	Students edit and revise compositions with attention to content and consistent point of view with many significant errors.
10.3.13. Use knowledge of sentence structure and sentence construction to edit and revise text	Students revise and edit compositions for correct sentence structure and sentence construction with few if any errors.	Students revise and edit compositions for correct sentence structure and sentence construction with no significant errors.	Students revise and edit compositions for correct sentence structure and sentence construction with a few significant or many minor errors.	Students revise and edit compositions for correct sentence structure and sentence construction with many significant errors.
10.3.14. Use sentence reduction techniques to revise and edit compositions				
PUBLISHING				
<i>No benchmark expectations at this level</i>				

Standard 4: Students engage in the speaking and listening process

Standard 4: Students engage in the speaking and listening process.				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 10				
PLANNING FOR AN AUDIENCE/PURPOSE				
10.4.1. Analyze the audience and adjust message and wording to suit the purpose	Students identify a specific audience and appropriately and insightfully tailor messages to fit the purpose.	Students identify a specific audience and appropriately tailor message to fit the purpose.	Students identify a general audience and tailor message to fit the purpose.	Students have difficulty identifying an audience and tailoring message to fit the purpose.
VERBAL AND NONVERBAL COMMUNICATION				
10.4.2. Use appropriate body language in oral presentations	Students always use appropriate body language that enhances oral presentations.	Students consistently use appropriate body language in oral presentations.	Students sometimes use appropriate body language in oral presentations.	Students rarely use appropriate body language in presentations.
CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION				
10.4.3. Formulate questions in response to a verbal message	Students formulate insightful questions in response to a verbal message.	Students formulate appropriate questions in response to a verbal message.	Students formulate questions that may not be directly relevant in response to a verbal message.	Students formulate irrelevant questions in response to a verbal message.

Standard 5: Students understand media

Standard 5: Students understand media				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 10				
MEDIA GENRES				
10.5.1. Identify existing and developing media	Students identify an extensive variety of existing and developing media.	Students identify a variety of existing and developing media.	Students identify some existing and developing media.	Students identify very few existing and developing media.
USING MEDIA FOR A PURPOSE				
10.5.2. Use media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes	Students creatively use media for an extensive variety of purposes.	Students use media for a variety of purposes.	Students use media for some purposes.	Students use media for very few purposes.
INTERPRETING MEDIA				
10.5.3. Evaluate the portrayal of ethnicity and lifestyles in media messages	Students evaluate the portrayal of ethnicity and lifestyles in media messages.	Students evaluate the portrayal of ethnicity and lifestyles in media messages.	Students superficially evaluate the portrayal of ethnicity and lifestyles in media messages.	Students have difficulty evaluating the portrayal of ethnicity and lifestyles in media messages.
10.5.4. Analyze media messages	Students provide insightful analyses of media messages.	Students provide substantive analyses of media messages.	Students provide superficial analyses of media messages.	Students have difficulty analyzing media messages.

Standard 6: Students understand and use principles of language

Standard 6: Students understand and use principles of language				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 10				
LANGUAGE CONVENTIONS/MECHANICS				
10.6.1. Use conventions of grammar related to sentence structure; i.e., sentence reduction, parallel structure, elliptical clauses, conjunctions, and clausal and phrasal patterns	Students use conventions of grammar related to sentence structure with few if any errors.	Students use conventions of grammar related to sentence structure with no significant errors.	Students use conventions of grammar related to sentence structure with a few significant or many minor errors.	Students use conventions of grammar related to sentence structure with many significant errors.
LITERARY ELEMENTS AND TECHNIQUES				
10.6.2. Analyze figurative language; i.e., allusion, analogy, hyperbole, irony, personification, oxymoron, and paradox	Students insightfully analyze figurative language.	Students effectively perform an analysis of the use of figurative language.	Students somewhat effectively analyze the use of figurative language.	Students ineffectively analyze figurative language.
10.6.3. Interpret the use of sound patterns in language; i.e., alliteration, assonance, and consonance	Students interpret the use of sound patterns in language with few if any errors.	Students interpret the use of sound patterns in language with no significant errors.	Students interpret the use of sound patterns in language with a few significant or many minor errors.	Students interpret the use of sound patterns in language with many significant errors.
LANGUAGE CONTEXT				
10.6.4. Critique cultural differences in language; e.g., colloquialisms, regional and ethnic dialects, and indigenous vocabulary	Students insightfully critique how cultural differences and gender perspectives are reflected in language.	Students effectively critique how cultural differences and gender perspectives are related in language.	Students superficially critique how cultural differences and gender perspectives are reflected in language.	Students have difficulty critiquing how cultural differences and gender perspectives are reflected in language.
10.6.5. Critique gender perspectives in language; i.e., biased language				