

North Dakota English Language Arts Content and Achievement Standards

Grade 4

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North Dakota Department of Public Instruction

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Standard 1: Students engage in the research process

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Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 4				
PLANNING RESEARCH				
4.1.1. Organize a research topic or issue in a specific area study using a research strategy	Students develop a sophisticated organizational framework that addresses all significant issues and many relevant details of their research topic.	Students develop an appropriate organizational framework to address all the significant issues related to their research topic.	Students develop an organizational framework, but it is either inappropriate or addresses only some of the significant issues related to their research topic.	Students develop an organizational framework, but it is inappropriate and addresses only some of the significant issues related to their research topic.
ACCESSING INFORMATION				
4.1.2. Use relevant resource materials to access information; e.g., dictionaries, encyclopedias, newspapers, magazines, videos, interview, cassette recordings, and Internet	Students make insightful selections of resource materials.	Students select relevant resource materials.	Students select some relevant resource materials.	Students select marginally relevant resource materials.
EVALUATING RESEARCH INFORMATION				
4.1.3. Use criteria to evaluate the accuracy of information; e.g., factual vs. fictional text	Students identify accurate and relevant information with few if any errors.	Students identify accurate and relevant information with no significant errors.	Students identify accurate and relevant information with a few significant errors.	Students identify accurate and relevant information with many significant errors.
ORGANIZING RESEARCH INFORMATION				
4.1.4. Use note-taking strategies to organize information	Students always use note-taking strategies.	Students consistently use note-taking strategies.	Students sometimes use note-taking strategies.	Students rarely use note-taking strategies.
4.1.5. Compose basic research reports or presentations	Students use an extensive variety of graphic organizers to compose reports and presentations.	Students use a variety of graphic organizers to compose reports and presentations.	Students use some diverse graphic organizers to compose reports and presentations.	Students use very few graphic organizers to compose reports and presentations.
PRESENTATION AND EVALUATION				

Standard 1: Students engage in the research process.

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
4.1.6. Assess research process and presentation using information discussed in peer and/or teacher conferences	Students assess all aspects of the research process.	Students assess all significant aspects of the research process.	Students assess some significant aspects of the research process.	Students assess very few significant aspects of the research process.
4.1.7. Evaluate a research process and presentation using a rubric based on certain criteria	Students use a rubric accurately and precisely to evaluate a research product.	Students use a rubric accurately to evaluate a research product.	Students use a rubric with a few inaccuracies to evaluate a research product.	Students use a rubric with many inaccuracies to evaluate a research product.

Standard 2: Students engage in the reading process

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Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 4				
LITERARY/INFORMATION GENRES AND ELEMENTS				
4.2.1. Read a variety of texts; i.e., fiction, nonfiction, multi-cultural	Students read an extensive variety of texts.	Students read a variety of texts.	Students read some diverse texts.	Students read very few texts.
4.2.2. Compare and contrast characteristics of fiction; i.e., historical fiction, realistic fiction, short stories, poetry, tall tales	Students compare and contrast characteristics of different types of fiction in creative ways.	Students compare and contrast characteristics of different types of fiction in reasonable ways.	Students compare and contrast some characteristics of different types of fiction in obvious ways.	Students have difficulty comparing and contrasting characteristics of different types of fiction.
4.2.3. Compare and contrast texts; i.e., fiction to fiction, fiction to nonfiction, nonfiction to nonfiction	Students compare and contrast genres in creative ways.	Students compare and contrast genres effectively.	Students sometimes compare and contrast genres effectively.	Students have difficulty comparing and contrasting genres.
4.2.4. Determine the elements of a fiction text; i.e., setting, characters, development, rising action, events, problems, resolution/solution	Students identify the essential elements of a fiction text with few if any errors and with detail.	Students identify the essential elements of a fiction text with no significant errors.	Students identify the essential elements of a fiction text with a few significant errors.	Students identify the essential elements of a fiction text with many significant errors.
4.2.5. Determine characteristics of non-fiction text; i.e., headings, subheadings, captions, graphics, tables, and conventions of print	Students identify the essential characteristics of a non-fiction text with few if any errors and with detail.	Students identify the essential characteristics of a non-fiction text with no significant errors.	Students identify the essential characteristics of a non-fiction text with a few significant errors.	Students identify the essential characteristics of a non-fiction text with many significant errors.

Standard 2: Students engage in the reading process.

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
WORD RECOGNITION/VOCABULARY				
4.2.6. Use word recognition strategies to determine the meaning of unfamiliar words and make sense of text; i.e., synonyms/antonyms, homonyms, prefixes/suffixes, words with multiple meanings, context clues	Students use an extensive variety of word recognition strategies and reference aids to determine the meaning of unfamiliar words.	Students use a variety of word recognition strategies and reference aids to determine the meaning of unfamiliar words.	Students use some diverse word recognition strategies and reference aids to determine the meaning of unfamiliar words.	Students use very few word recognition strategies and reference aids to determine the meaning of unfamiliar words.
4.2.7. Use reference resources to determine word meaning; i.e., dictionary, glossary, thesaurus	Students use reference resources to determine word meaning with ease.	Students use reference resources to determine word meaning with minimal difficulty.	Students use reference resources to determine word meaning with difficulty.	Students use reference resources to determine word meaning with great difficulty.
READING STRATEGIES FOR MEANING				
4.2.8. Use a variety of text comprehension strategies to improve and monitor understanding; i.e., building background with connections, main idea/details, fact/opinion, predicting, inferring, questioning, synthesizing, summarizing, analyzing, visualizing/verbalizing	Students use an extensive variety of strategies to monitor and enhance comprehension.	Students use a variety of effective strategies to monitor and enhance comprehension.	Students use some effective strategies to monitor comprehension.	Students use few or ineffective strategies to monitor comprehension.
4.2.9. Demonstrate fluency, reading in meaningful phrases: clear, at an appropriate rate, with expression and accuracy	Students read aloud with ease, accuracy, and expression with few if any errors.	Students read aloud with minimal difficulty with appropriate clarity, rate, and expression, with no significant errors.	Students read aloud with difficulty with somewhat appropriate clarity, rate, and expression, with few significant errors.	Students read aloud with great difficulty with inappropriate clarity, rate, and expression, with many significant errors.
PURPOSES FOR READING				
4.2.10. Use reading to be informed, entertained, and persuaded; e.g., role-playing, journals, diaries	Students make creative or insightful text choices that are appropriate to the reading purpose.	Students consistently make text choices that are appropriate to the reading purpose.	Students sometimes make text choices that are appropriate to the reading purpose.	Students rarely make text choices that are appropriate to the reading purpose.
4.2.11. Reflect on and respond to texts from various genres and cultures	Students give insightful responses to and reflections on various texts.	Students consistently reflect on and respond to various texts.	Students sometimes reflect on and respond to various texts.	Students rarely reflect on and respond to various texts.

Standard 3: Students engage in the writing process

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Grade 4				
PREWRITING				
4.3.1. Determine a message to inform, entertain, persuade a specific audience; i.e., factual and personal persuasive, informational, poetry, fantasy	Students always select a message that is appropriate for their purpose and audience.	Students consistently select a message that is appropriate for their purpose and audience.	Students sometimes select a message that is appropriate for their purpose and audience.	Students rarely select a message that is appropriate for their purpose and audience.
4.3.2. Demonstrate planning ideas to organize thoughts before writing; e.g., webbing, listing, graphic organizers, taking notes	Students use an extensive variety of planning ideas to organize their thoughts before writing.	Students use a variety of planning ideas to organize their thoughts before writing.	Students use some diverse planning ideas to organize their thoughts before writing.	Students use very few planning ideas to organize their thoughts before writing.
DRAFTING				
4.3.3. Use characteristics of different genres of writing; i.e., factual and personal persuasive, informational, poetry, fantasy	Students use characteristics of an extensive variety of genres in writing.	Students use characteristics of a variety of genres in writing.	Students use characteristics of some diverse genres in writing.	Students use characteristics of very few genres in writing.
4.3.4. Organize and develop ideas by writing at least three paragraphs with topic sentences and supporting details	Students' organization and development are sophisticated and insightful.	Students' organization and development are effective in conveying a message.	Students' organization and development are sometimes effective in conveying a message.	Students have difficulty organizing and developing writing.
4.3.5. Use indentation, capitalization, and punctuation to write paragraphs	Students use indentation, capitalization, and punctuation with few if any errors.	Students use indentation, capitalization, and punctuation with no significant errors.	Students use indentation, capitalization, and punctuation with a few significant errors.	Students use indentation, capitalization, and punctuation with many significant errors.
4.3.6. Incorporate vocabulary in writing	Students make few if any errors in vocabulary choice.	Students make no significant errors in vocabulary choice.	Students make a few significant errors in vocabulary choice.	Students make many significant errors in vocabulary choice.

Standard 3: Students engage in the writing process

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
REVISING				
4.3.7. Review and monitor a written piece for organization, elaboration, description, clarity, and syntax to improve fluency and meaning	Students always review the organization, elaboration, descriptions, clarity, and syntax of a written text.	Students consistently review the organization, elaboration, descriptions, clarity, and syntax of a written text.	Students sometimes review the organization, elaboration, descriptions, clarity, and syntax of a written text.	Students rarely review the organization, elaboration, descriptions, clarity, and syntax of a written text.
4.3.8. Revise written text based on feedback from peers and/or teacher conferences	Students show insight when revising a written text based on audience feedback.	Students make substantive revisions to a written text based on audience feedback.	Students make obvious revisions to a written text based on audience feedback.	Students have difficulty revising a written text based on audience feedback.
EDITING				
4.3.9. Use proofreading marks to edit written text for capitalization, punctuation, spelling, sentence structure, paragraph indentation	Students use an extensive variety of proofreading marks to enhance a written text.	Students use a variety of proofreading marks to enhance a written text.	Students use some variety of proofreading marks to enhance a written text.	Students use few proofreading marks to enhance a written text.
4.3.10. Use reference tools to edit writing; e.g., dictionary, thesaurus, word wall, classroom library, and word processor	Students always use writing reference tools appropriate to the task.	Students consistently use writing reference tools appropriate to the task.	Students sometimes use writing reference tools appropriate to the task.	Students rarely use writing reference tools appropriate to the task.
FINAL DRAFT				
4.3.11. Compose written text that demonstrates understanding of purpose and audience using a specific genre of writing; i.e., fantasy, factual and personal persuasive, poetry, informational	Students' texts show a sophisticated understanding of aspects of purpose and audience.	Students' texts show an understanding of aspects of purpose and audience.	Students' texts show an understanding of some aspects of purpose and audience.	Students' texts show an understanding of few aspects of purpose and audience.
PUBLICATION/PRESENTATION				
4.3.12. Share final copy with peers, teachers, and/or family members	Students share an extensive variety of published work with peers, teachers, and family members.	Students share a variety of published work with peers, teachers, and family members.	Students share some different published work with peers, teachers, and family members.	Students share a limited variety of published work with peers, teachers, and family members.

Standard 3: Students engage in the writing process				
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4.3.13. Evaluate writing process/product using a variety of assessment tools; e.g., checklist, rubric, conferences	Students use an extensive variety of assessment tools.	Students use a variety of assessment tools.	Students use some variety of assessment tools.	Students use few if any assessment tools.

Standard 4: Students engage in the speaking and listening process

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Grade 4				
PLANNING FOR AN AUDIENCE/PURPOSE				
4.4.1. Organize oral presentations to inform, demonstrate, entertain, or persuade from an organized plan; i.e., factual and personal persuasive, informational, poetry	Students are highly effective at organizing and developing information and ideas for an oral presentation.	Students effectively organize and develop information and ideas for an oral presentation.	Students somewhat effectively organize and develop information and ideas for an oral presentation.	Students are ineffective at organizing and developing information and ideas for an oral presentation.
4.4.2. Develop a presentation to inform, demonstrate, persuade, or entertain; i.e., factual and personal persuasive, informational, poetry	Students develop a presentation with few if any errors.	Students develop a presentation with no significant errors.	Students develop a presentation with a few significant errors or many minor errors.	Students develop a presentation with many significant errors.
VERBAL AND NONVERBAL COMMUNICATION				
4.4.3. Demonstrate appropriate speaking vocabulary	Students use higher level, appropriate speaking vocabulary with few if any errors.	Students use appropriate speaking vocabulary with no significant errors.	Students use appropriate speaking vocabulary with a few significant errors.	Students use appropriate speaking vocabulary with many significant errors.
4.4.4. Use pitch, volume, and tone appropriate to the speaking situation	Students use appropriate pitch, volume, and tone with ease.	Students use appropriate pitch, volume, and tone with minimal difficulty.	Students use appropriate pitch, volume, and tone with difficulty.	Students use inappropriate pitch, volume, and tone
4.4.5. Use body language, such as posture or the use of gestures, as a form of communication	Students always use appropriate nonverbal communication skills.	Students consistently use appropriate nonverbal communication skills.	Students sometimes use appropriate nonverbal communication skills.	Students rarely use appropriate nonverbal communication skills.
CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION				
4.4.6. Participate as an active listener and speaker in group discussions	Students always practice active listening and speaking in group discussions.	Students consistently practice active listening and speaking in group discussions.	Students sometimes practice active listening and speaking in group discussions.	Students rarely practice active listening and speaking in group discussions.

Standard 5: Students understand media

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Grade 4				
MEDIA GENRES				
4.5.1. Recognize existing and developing media	Students identify all the significant characteristics of common and less common types of existing and developing media.	Students identify all the significant characteristics of common types of existing and developing media.	Students identify some significant characteristics of common types of existing and developing media.	Students identify few significant characteristics of common types of existing and developing media.
4.5.2. Describe characteristics of common types of media; e.g., books, magazines, newspapers, cartoons, radio, television, films, electronic sources				
USING MEDIA FOR A PURPOSE				
4.5.3. Construct samples of different media genres to inform, entertain, advertise, or persuade an audience	Students construct samples of an extensive variety of different media genres.	Students construct samples of a variety of different media genres.	Students construct samples of some diverse media genres.	Students construct samples of few media genres.
4.5.4. Evaluate media products produced by peers and self using a rubric	Students evaluate media products using a rubric making few if any errors.	Students evaluate media products using a rubric making no significant errors.	Students evaluate media products using a rubric making a few significant or many minor errors.	Students evaluate media products using a rubric making many significant errors.
INTERPRETING MEDIA				
4.5.5. Analyze media content for meaning; i.e., main idea, supporting details, fact and opinion, propaganda, and persuasion	Students analyze most significant elements of media content for meaning.	Students analyze significant elements of media content for meaning.	Students analyze some significant elements of media content for meaning.	Students analyze few significant elements of media content for meaning.
4.5.6. Describe media production techniques and formats; e.g., images and symbols, basic propaganda and persuasion, poster, slide show, billboards, brochures, and newsletters	Students describe an extensive variety of media production techniques.	Students describe a variety of media production techniques.	Students describe some diverse media production techniques.	Students describe few media production techniques.

Standard 6: Students understand and use principles of language

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Grade 4				
LANGUAGE CONVENTIONS/MECHANICS				
4.6.1. Use parts of speech; i.e., regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions	Students use parts of speech, subject/ predicates, and verb tenses with few if any errors.	Students accurately use parts of speech, subject/ predicates, and verb tenses with no significant errors.	Students attempt to use parts of speech, subject/ predicates, and verb tenses with a few significant errors.	Students use parts of speech, subject/ predicates, and verb tenses with many significant errors.
4.6.2. Use subjects and predicates in simple and compound sentences				
4.6.3. Use appropriate verb tenses				
4.6.4. Use capitalization; e.g., proper nouns, titles of books, magazines, newspapers, musical compositions	Students use conventions of capitalization with few if any errors.	Students use conventions of capitalization with no significant errors.	Students use conventions of capitalization with few significant errors.	Students use conventions of capitalization with many significant errors.
4.6.5. Use conventions of punctuation; i.e., ending punctuation, commas – with a conjunction and contractions, apostrophes in the possessive, underlining, quotation marks, italics for titles of documents, parentheses	Students use conventions of punctuation with few if any errors.	Students use conventions of punctuation with no significant errors.	Students use conventions of punctuation with few significant errors.	Students use conventions of punctuation with many significant errors.
4.6.6. Use principles of spelling; e.g., double final consonant following short vowel, roots, suffixes, prefixes	Students use principles of spelling with few if any errors.	Students use principles of spelling with no significant errors.	Students use principles of spelling with few significant errors.	Students use principles of spelling with many errors.
FIGURATIVE LANGUAGE				
4.6.7. Use and interpret the meaning of similes, metaphors, alliteration, onomatopoeia, and idioms	Students almost always use and understand similes, metaphors, onomatopoeia, idioms, and alliteration.	Students consistently use and understand similes, metaphors, onomatopoeia, idioms, and alliteration.	Students sometimes use and understand similes, metaphors, onomatopoeia, idioms, and alliteration.	Students rarely use and understand similes, metaphors, onomatopoeia, idioms, and alliteration.