

# North Dakota English Language Arts Content and Achievement Standards

Grade 5

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](http://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
<b>Grade 5</b>				
<b>PLANNING RESEARCH</b>				
5.1.1. Generate connections between issues, texts, and topics of interest	Students always identify issues or topics of interest.	Students consistently identify issues or topics of interest.	Students sometimes identify issues or topics of interest.	Students rarely identify issues or topics of interest.
5.1.2. Plan and use a research strategy	Students follow a well-thought out research strategy that is appropriate, given time and resource constraints.	Students follow a research strategy that is appropriate, given time and resource constraints.	Students follow a research strategy that is questionably appropriate, given time and resource constraints.	Students follow a research strategy that is inappropriate, given time and resource constraints.
<b>ACCESSING INFORMATION</b>				
5.1.3. Use relevant resource materials to access information; e.g., dictionaries, encyclopedias, newspapers, magazines, videos, interviews, cassette recordings, electronic databases, 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.
<b>EVALUATING RESEARCH INFORMATION</b>				
5.1.4. Use criteria to evaluate the accuracy of information; e.g., factual vs. fictional text, persuasive vs. informational	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.
<b>ORGANIZING RESEARCH INFORMATION</b>				
5.1.5. Use note-taking strategies to organize information that would include paraphrasing, summarizing, and identifying main concepts in information sources	Students always use note-taking strategies.	Students consistently use note-taking strategies.	Students sometimes use note-taking strategies.	Students rarely use note-taking strategies.

**Standard 1: Students engage in the research process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
5.1.6. Create charts, outlines, and graphs to organize and record information in a simple format from a variety of sources	Students use an extensive variety of charts, outlines, and graphs to record and organize information.	Students use a variety of charts, outlines, and graphs to record and organize information.	Students use some diverse charts, outlines, and graphs to record and organize information.	Students use very few charts, outlines, and graphs to record and organize information.
PRESENTATION AND EVALUATION				
5.1.7. Assess research process and presentation by conferencing with peers and/or teacher	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.
5.1.8. Evaluate a research process and presentation using a rubric based on set 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

Standard 2: Students engage in the reading process.				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 5</b>				
<b>LITERARY/INFORMATIONAL GENRES AND ELEMENTS</b>				
5.2.1. Read a variety of texts; i.e., fiction, nonfiction, multicultural	Students read an extensive variety of texts.	Students read a variety of texts.	Students read some variety of texts.	Students read few texts.
5.2.2. Analyze the elements of a fiction text; i.e., setting, characters, events, problems, resolution/solution, universal themes	Students insightfully analyze fiction texts.	Students effectively analyze fiction texts.	Students superficially analyze fiction texts.	Students have difficulty performing analyses of fiction texts.
5.2.3. Analyze characteristics of non-fiction text; i.e., headings, subheadings, captions, graphics, tables, conventions of print	Students insightfully analyze the characteristics of a non-fiction text.	Students effectively analyze the characteristics of a non-fiction text.	Students superficially understand the characteristics of a non-fiction text.	Students have difficulty analyzing the characteristics of a non-fiction text.
5.2.4. Compare and contrast characteristics of a variety of fiction genres; i.e., mysteries, poetry, legends, novels, historical fiction, science fiction, myths, plays, fables	Students compare and contrast an extensive variety of fiction genres in creative ways.	Students compare and contrast a variety of fiction genres in substantive ways.	Students compare and contrast a variety of fiction genres in obvious ways.	Students have difficulty comparing and contrasting a variety of fiction genres.
5.2.5. Compare and contrast characteristics of a variety of nonfiction genres; i.e., biography, autobiography, memoir, informational articles, editorials, essays	Students compare and contrast an extensive variety of nonfiction genres in creative ways.	Students compare and contrast a variety of nonfiction genres in substantive ways.	Students compare and contrast a variety of nonfiction genres in obvious ways.	Students have difficulty comparing and contrasting a variety of nonfiction genres.
<b>WORD RECOGNITION/VOCABULARY</b>				
5.2.6. Use word recognition strategies to determine the meaning of unfamiliar words and make sense of text; i.e., synonyms/antonyms, homonyms, word origins, 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 variety of 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.

**Standard 2: Students engage in the reading process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>5.2.7. Use word reference resources to determine word meaning; i.e., dictionary, thesaurus, Greek/Latin root histories</p> <p>READING STRATEGIES FOR MEANING</p>	Students use word reference resources to determine word meaning with ease.	Students use word reference resources to determine word meaning with minimal difficulty.	Students use word reference resources to determine word meaning with difficulty.	Students use word reference resources to determine word meaning with great difficulty.
<p>5.2.8. Use a variety of text comprehension strategies to improve and monitor understanding; i.e., building background, main idea/details, fact/opinion, predicting, questioning, synthesizing, inferring, summarizing, visualizing/verbalizing, analyzing</p>	Students use an extensive variety of strategies to monitor and enhance comprehension.	Students use a variety of strategies to monitor and enhance comprehension.	Students use some variety of strategies to monitor comprehension.	Students use few strategies to monitor comprehension.
<p>5.2.9. Demonstrate fluency, reading in meaningful phrases: clear, at an appropriate rate, with expression and accuracy</p> <p>PURPOSES FOR READING</p>				
<p>5.2.10. Use reading to be informed, entertained, and persuaded; e.g., role-playing, journals, essays</p>	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.
<p>5.2.11. Reflect on and respond to texts from various genres and cultures</p>	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

Standard 3: Students engage in the writing process				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 5</b>				
<b>PREWRITING</b>				
5.3.1. Plan writing for a specific audience and purpose to inform, entertain, or persuade; i.e., memoir, factual, persuasive, poetry, narrative	Students always select a message that is appropriate for their purpose and audience.	Students consistently select a message that is appropriate for the purpose and audience.	Students sometimes select a message that is appropriate for the purpose and audience.	Students rarely select a message that is appropriate for their purpose and audience.
5.3.2. Plan a written text using a variety of techniques; e.g., webbing, listing, graphic organizers, taking notes to develop a topic or purpose	Students use an extensive variety of techniques to plan written texts.	Students use a variety of techniques to plan written texts.	Students use some diverse techniques to plan written texts.	Students use very few techniques to plan written texts.
<b>DRAFTING</b>				
5.3.3. Compose writing that contains characteristics of a selected genre of writing; i.e., memoir, factual persuasive, poetry, narrative	Students use an extensive variety of characteristics of a particular genre in writing.	Students use a variety of characteristics of a particular genre in writing.	Students use some diverse characteristics of a particular genre in writing.	Students use very few characteristics of a particular genre in writing.
5.3.4. Organize and develop paragraphs using topic sentences, additional details, and supporting details in writing at least 5 paragraphs	Students' organization and development are sophisticated and insightful.	Students' organization and development are effective in conveying a message.	Students' organization and development are ineffective in conveying a message.	Students have difficulty organizing and developing writing.
5.3.5. Use proper paragraph form that includes smooth transitions between 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.
5.3.6. 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
<b>REVISING</b>				
5.3.7. Review and monitor organization of a topic in a written piece for elaboration, description, clarity, and syntax	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.
5.3.8. Use feedback and multiple drafts to clarify language and purpose of the written text	Students use the drafting process and audience feedback to make insightful revisions to a text.	Students use the drafting process and audience feedback to make revisions to a text.	Students use the drafting process and audience feedback to make some revisions to a text.	Students have difficulty using the drafting process and audience feedback to make revisions to a text.
<b>EDITING</b>				
5.3.9. Use proofreading marks to edit written text for capitalization, punctuation, spelling, sentence structure, grammar, 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 proofreading marks to enhance a written text.	Students use very few proofreading marks to enhance a written text.
5.3.10. Use reference tools for 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.
<b>FINAL DRAFT</b>				
5.3.11. Compose written text that demonstrates understanding of purpose and audience using a specific genre of writing; i.e., memoir, factual, persuasive poetry, narrative	Students' texts show a sophisticated understanding of all significant 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.
<b>PUBLICATION/PRESENTATION</b>				
5.3.12. Share final copy with peers, teachers, and/or family members	Students share an extensive variety of published work with peers, teachers, and/or family members.	Students share a variety of published work with peers, teachers, and/or family members.	Students share some different published work with peers, teachers, and/or family members.	Students share a limited variety of published work with peers, teachers, and/or family members.

Standard 3: Students engage in the writing process				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
5.3.13. Evaluate writing process using a variety of assessment tools; e.g., checklist, rubric, conferences	Students use an extensive variety of writing assessment tools.	Students use a variety of writing assessment tools.	Students use some diverse writing assessment tools.	Students use very few writing assessment tools.

## 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
<b>Grade 5</b>				
<b>PLANNING FOR AN AUDIENCE/PURPOSE</b>				
5.4.1. Organize an oral presentation to inform, demonstrate, entertain, or persuade from an organized plan; i.e., memoir, factual persuasive, poetry, narrative	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.
5.4.2. Make informative presentations that outline and explain the key ideas of the topic	Students make informative presentations with ease.	Students make informative presentations with minimal difficulty.	Students make informative presentations with difficulty.	Students make informative presentations with great difficulty.
5.4.3. Use supporting materials for topic development; e.g., research, personal experience, literature, interview, fact and opinion	Students use an extensive variety of materials for developing their topic.	Students use a variety of materials for developing their topic.	Students use some materials for developing their topic.	Students use very few materials for developing their topic.
<b>VERBAL AND NONVERBAL COMMUNICATION</b>				
5.4.4. Demonstrate appropriate speaking vocabulary	Students use appropriate, higher level 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.
5.4.5. Use tone, emotion, verbal and nonverbal messages, facts and opinions effectively in oral presentations	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 some difficulty.	Students use inappropriate pitch, volume, and tone.
5.4.6. Speak with purpose using delivery techniques appropriate for different audiences to inform, demonstrate, entertain, or persuade	Students use an extensive variety of delivery techniques appropriate to the audience and purpose.	Students use a variety of delivery techniques appropriate to the audience and purpose.	Students use some delivery techniques appropriate to the audience and purpose.	Students use few delivery techniques appropriate to the audience and purpose.

**Standard 4: Students engage in the speaking and listening process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION</p> <p>5.4.7. Participate as an active listener and speaker in group discussions</p>	<p>Students always practice active listening and speaking in group discussions.</p>	<p>Students consistently practice active listening and speaking in group discussions.</p>	<p>Students sometimes practice active listening and speaking in group discussions.</p>	<p>Students rarely practice active listening and speaking in group discussions.</p>

## Standard 5: Students understand media

Standard 5: Students understand media				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 5</b>				
<b>MEDIA GENRES</b>				
5.5.1. Describe existing and developing media	Students describe an extensive variety of existing and developing media.	Students describe a variety of existing and developing media.	Students describe some diverse existing and developing media.	Students describe few existing and developing media.
5.5.2. Compare and contrast characteristics of common types of media; e.g., books, magazines, newspapers, cartoons, radio, television, films, electronic sources	Students compare and contrast characteristics of common media in creative ways.	Students compare and contrast characteristics of common media in substantive ways.	Students compare and contrast characteristics of common media in obvious ways.	Students have difficulty comparing and contrasting characteristics of common media.
<b>USING MEDIA FOR A PURPOSE</b>				
5.5.3. Produce samples of different media genres to inform, entertain, advertise, or persuade; i.e., memoir, factual, persuasive, poetry, narrative	Students produce samples of an extensive variety of different media genres.	Students produce samples of a variety of different media genres.	Students produce samples of some media genres.	Students produce samples of few different media genres.
<b>INTERPRETING MEDIA</b>				
5.5.4. Evaluate media content meaning; i.e., important details, supporting details, propaganda and persuasion, sequence/timelines	Students draw insightful conclusions about the meaning of media samples.	Students draw substantive conclusions about the meaning of media samples.	Students draw superficial conclusions about the meaning of media samples.	Students have difficulty drawing conclusions about the meaning of media samples.
5.5.5. Demonstrate media production techniques and formats; e.g., images and symbols, basic propaganda and persuasion, slide show, billboards, brochures, and newsletters	Students demonstrate an extensive variety of media production techniques.	Students demonstrate a variety of media production techniques.	Students demonstrate some media production techniques.	Students demonstrate few media production techniques.

## 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
<b>Grade 5</b>				
<b>CONVENTIONS/MECHANICS</b>				
5.6.1. Use parts of speech; i.e., noun, verb, adjective, adverb, prepositions, conjunctions, and interjections	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 few significant errors.	Students use parts of speech, subject/ predicates, and verb tenses with many significant errors.
5.6.2. Use subjects and predicates in simple, compound, and complex sentences				
5.6.3. Use conventions of grammar related to parts of speech, including verb tenses, modifiers, and pronouns				
5.6.4. Use capitalization; e.g., proper nouns, titles of books, magazines, special events, the first word in quotations when appropriate	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.
5.6.5. Use conventions of punctuation; i.e., ending punctuation, apostrophes in the possessive case, colon to introduce a list, use of semicolons to connect independent clauses	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.
5.6.6. Use principles of spelling; e.g., double final consonant following short vowel, Greek/Latin roots	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.
<b>FIGURATIVE LANGUAGE</b>				
5.6.7. Use and interpret similes, metaphors, alliterations, idioms, onomatopoeia, and personification	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.