

North Dakota English Language Arts Content and Achievement Standards

Grade 6

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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 6				
PLANNING RESEARCH				
6.1.1. Pose relevant research questions	Students always pose relevant research questions.	Students consistently pose relevant research questions.	Students sometimes pose relevant research questions.	Students rarely pose relevant research questions.
ACCESSING INFORMATION				
6.1.2. Use sources that are appropriate for the research purpose	Students always select resources that are appropriate to the research purpose.	Students consistently select resources that are appropriate to the research purpose.	Students sometimes select resources that are appropriate to the research purpose.	Students rarely select resources that are appropriate to the research purpose.
EVALUATING RESEARCH INFORMATION				
6.1.3. Differentiate between accurate and inaccurate information	Students differentiate between accurate and inaccurate information, with few if any errors.	Students differentiate between accurate and inaccurate information, with no significant errors.	Students differentiate between accurate and inaccurate information, with few significant errors.	Students differentiate between accurate and inaccurate information, with many significant errors.
ORGANIZING RESEARCH INFORMATION				
6.1.4. Use information from several sources	Students present information from an extensive variety of sources.	Students present information from a variety of sources.	Students present information from some sources.	Students present information from very few sources.
PRESENTATION				
6.1.5. Write a research report	Students use appropriate methods to write a research report with few if any errors.	Students use appropriate methods to write a research report with no significant errors.	Students use inappropriate methods to write a research report with a few significant or many minor errors.	Students use inappropriate methods to write a research report with many significant errors.

Standard 1: Students engage in the research process.

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
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EVALUATING THE RESEARCH PROCESS				
6.1.6. Assess research process	Students evaluate the research process and a research product with few if any errors.	Students evaluate the research process and a research product with no significant errors.	Students evaluate the research process and a research product with a few significant or many minor errors.	Students evaluate the research process and a research product with many significant errors.
6.1.7. Evaluate a research product using a rubric				

Standard 2: Students engage in the reading process

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Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 6				
LITERARY AND INFORMATIONAL GENRES				
6.2.1. Identify characteristics of a variety of fiction genres; e.g., short stories, mysteries, poetry, fables, myths	Students identify the characteristics of an extensive variety of fiction genres with few if any errors.	Students identify the characteristics of a variety of fiction genres with no significant errors.	Students identify the characteristics of a variety of fiction genres with a few significant errors.	Students identify the characteristics of a variety of fiction genres with many significant errors.
6.2.2. Identify characteristics of a variety of nonfiction genres	Students identify the characteristics of an extensive variety of non-fiction genres with few if any minor errors.	Students identify the characteristics of a variety of non-fiction genres with no significant errors.	Students identify the characteristics of a variety of non-fiction genres with a few significant errors.	Students identify the characteristics of a variety of non-fiction genres with many significant errors.
WORD RECOGNITION/VOCABULARY				
6.2.3. Use word recognition skills and vocabulary building strategies to determine the meaning of unfamiliar words and make sense of text; e.g., synonyms/antonyms, prefixes/suffixes, multiple meaning words, context clues, word reference aids – dictionary, glossary, thesaurus, base words	Students use an extensive variety of word recognition strategies and reference aids to determine the meaning of unfamiliar words and enhance comprehension.	Students use a variety of word recognition strategies and reference aids to determine the meaning of unfamiliar words and enhance comprehension.	Students use some word recognition strategies and reference aids to determine the meaning of unfamiliar words and enhance comprehension.	Students use very few word recognition strategies and reference aids to determine the meaning of unfamiliar words and enhance comprehension.
READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS				
6.2.4. Use graphic organizers and summarizing to enhance comprehension	Students use an extensive variety of text comprehension strategies.	Students use a variety of text comprehension strategies.	Students use some text comprehension strategies.	Students use very few text comprehension strategies.
6.2.5. Use prior knowledge and experiences to aid text comprehension	Students always use prior knowledge and experience to enhance text comprehension.	Students consistently use prior knowledge and experience to enhance text comprehension.	Students sometimes use prior knowledge and experience to enhance text comprehension.	Students rarely use prior knowledge and experience to enhance text comprehension.

Standard 2: Students engage in the reading process.

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
PURPOSES FOR READING				
6.2.6. Read to be informed, entertained, and persuaded	Students read for an extensive variety of purposes.	Students read for a variety of purposes	Students read for some purposes.	Students read for very few purposes.
6.2.7. Read to develop life-long reading skills and habits				
LITERARY ELEMENTS AND TECHNIQUES				
6.2.8. Identify literary elements, including plot, setting, characters, conflict, resolution, dialogue, and flashback	Students identify literary elements with few if any errors.	Students identify literary elements with no significant errors.	Students identify literary elements with a few significant errors.	Students identify literary elements with many significant errors.
6.2.9. Identify figurative language, including personification, simile, metaphor	Students identify figurative language with few if any errors.	Students identify figurative language with no significant errors.	Students identify figurative language with a few significant errors.	Students identify figurative language with many significant errors.

Standard 3: Students engage in the writing process

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Grade 6				
INFORMATIVE WRITING				
6.3.1. Produce informative writing; e.g., research-based report, instructions	Students produce informative texts that reflect insight into the genre with few if any minor errors.	Students produce informative texts that reflect an accurate understanding of genre with few if any errors.	Students produce informative texts that reflect some understanding of the genre with a few significant errors.	Students produce informative texts that reflect minimal understanding of the genre with many significant errors.
NARRATIVE WRITING				
6.3.2. Produce narrative writing; e.g., short story, descriptive play, poetry	Students produce narrative texts that reflect insight into the genre with few if any minor errors.	Students produce narrative texts that reflect an accurate understanding of the genre with no significant errors.	Students produce narrative texts that reflect some understanding of the genre with a few significant errors.	Students produce narrative texts that reflect minimal understanding of the genre with many significant errors.
PERSUASIVE WRITING				
6.3.3. Produce persuasive writing; e.g., opinion, essay, business letter	Students produce persuasive texts that reflect insight into the genre with few if any minor errors.	Students produce persuasive texts that reflect an accurate understanding of the genre with no significant errors.	Students produce persuasive texts that reflect some understanding of the genre with a few significant errors.	Students produce persuasive texts that reflect minimal understanding of the genre with many significant errors.
PREWRITING				
6.3.4. Use prewriting strategies; e.g., brainstorming, graphic organizers, outlining	Students use an extensive variety of prewriting techniques.	Students use a variety of prewriting techniques.	Students use some prewriting techniques.	Students use very few prewriting techniques.

Standard 3: Students engage in the writing process

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
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<p>6.3.5. Use strategies to write for different audiences and purposes</p> <p>DRAFTING</p>	Students use appropriate strategies to write for an extensive variety of audiences and purposes.	Students use appropriate strategies to write for a variety of audiences and purposes.	Students use appropriate strategies to write for some audiences and purposes.	Students use appropriate strategies to write for very few audiences and purposes.
6.3.6. Use prewriting strategies to create draft	Students always use prewriting strategies to create drafts.	Students consistently use prewriting strategies to create drafts.	Students sometimes use prewriting strategies to create drafts.	Students rarely use prewriting strategies to create drafts.
<p>6.3.7. Incorporate grade-level appropriate vocabulary in writing</p> <p>REVISING AND EDITING</p>	Students incorporate grade-level vocabulary in drafts with few if any minor errors.	Students incorporate grade-level vocabulary in drafts with no significant errors.	Students incorporate grade-level vocabulary in drafts with a few significant errors.	Students incorporate grade-level vocabulary in drafts with many significant errors.
6.3.8. Use criteria to evaluate own and others' writing; e.g., stay on topic, organization, effective details, clarity of message, word choice, sentence fluency	Students evaluate their own and others' writing using an extensive variety of criteria.	Students evaluate their own and others' writing using a variety of criteria.	Students evaluate their own and others' writing using some criteria.	Students evaluate their own and others' writing using very few criteria.
6.3.9. Use feedback and multiple drafts to clarify language and intent	Students show insight when clarifying language and intent based on audience feedback.	Students make substantive revisions to clarify language and intent based on audience feedback.	Students make obvious revisions to clarify language and intent based on audience feedback.	Students have difficulty making revisions to clarify language and intent based on audience feedback.
<p>6.3.10. Edit for grammar, mechanics, usage, spelling</p> <p>FINAL DRAFT</p> <p><i>No benchmark expectations at this level</i></p>	Students edit for grammar, mechanics, usage, and spelling with few if any minor errors.	Students edit for grammar, mechanics, usage, and spelling with no significant errors.	Students edit for grammar, mechanics, usage, and spelling with few significant errors.	Students edit for grammar, mechanics, usage, and spelling with many significant errors.

Standard 3: Students engage in the writing process				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
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PUBLICATION/PRESENTATION				
6.3.11. Incorporate visual aids into written work	Students incorporate visual aids into written work in innovative ways.	Students incorporate visual aids into written work in substantive ways.	Students incorporate visual aids into written work in typical ways.	Students have difficulty incorporating visual aids into written work.

Standard 4: Students engage in the speaking and listening process

Standard 4: Students engage in the speaking and listening process.				
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Grade 6				
PLANNING FOR AN AUDIENCE/PURPOSE				
6.4.1. Speak with a purpose using delivery techniques appropriate for different audiences to inform, demonstrate, entertain, or persuade	Students present oral information with ease, in a manner appropriate to the audience and purpose.	Students present oral information with minimal difficulty, in a manner appropriate to the audience and purpose.	Students present oral information with difficulty, but in a manner appropriate to the audience and purpose.	Students present oral information with great difficulty, but in a manner appropriate to the audience and purpose.
6.4.2. Use supporting materials for topic development; e.g., research, personal experience, literature, interview	Students use an extensive variety of supporting materials for topic development.	Students use a variety of supporting materials for topic development.	Students use some diverse supporting materials for topic development.	Students use very few supporting materials for topic development.
6.4.3. Incorporate literature in presentations, such as book reports	Students incorporate literature in presentations in creative ways.	Students incorporate literature in presentations in substantive ways.	Students incorporate literature in presentations in typical ways.	Students have difficulty incorporating literature into presentations.
CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION				
6.4.4. Summarize key ideas of a speaker	Students summarize the key ideas of a speaker with few if any errors.	Students summarize the key ideas of a speaker with no significant errors.	Students summarize the key ideas of a speaker with a few significant errors.	Students summarize the key ideas of a speaker with many significant errors.
VERBAL AND NONVERBAL COMMUNICATION				
6.4.5. Use appropriate volume and eye contact when speaking	Students always use appropriate volume and eye contact when speaking.	Students consistently use appropriate volume and eye contact when speaking.	Students sometimes use appropriate volume and eye contact when speaking.	Students rarely use appropriate volume and eye contact when speaking.

Standard 5: Students understand media

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Grade 6				
MEDIA GENRES				
6.5.1. 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				
6.5.2. Use technology according to the district's appropriate use policy	Students always use technology in a responsible manner to construct media messages.	Students consistently use technology in a responsible manner to construct media messages.	Students sometimes use technology in a responsible manner to construct media messages.	Students rarely use technology in a responsible manner to construct media messages.
6.5.3. Construct media messages; e.g., slide shows, brochures, newsletters, commercials, advertisements	Students construct media messages in an extensive variety of formats.	Students construct media messages in a variety of formats.	Students construct media messages in some formats.	Students construct media messages in very few formats.
INTERPRETING MEDIA				
6.5.4. Identify the point of view of a media message	Students identify point of view in media messages with few if any minor errors.	Students identify point of view in media messages with no significant errors.	Students identify point of view in media messages with few significant errors.	Students identify point of view in media messages with many significant errors.
6.5.5. Identify bias in media messages	Students identify bias in media messages with few if any errors.	Students identify bias in media messages with no significant errors.	Students identify bias in media messages with few significant errors.	Students identify bias in media messages with many significant errors.
6.5.6. Define plagiarism and its consequences	Students explain plagiarism and its consequences with significant details.	Students explain plagiarism and its consequences with some details.	Students explain plagiarism and its consequences with few details.	Students are unable to explain plagiarism and its consequences.

Standard 6: Students understand and use principles of language

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Grade 6				
LANGUAGE CONVENTIONS/MECHANICS				
6.6.1. Use grade-appropriate conventions of sentence structure; i.e., simple, compound sentences, fragments, run-ons and declarative, interrogative, imperative, exclamatory	Students use grade-appropriate conventions of sentence structure with few if any minor errors.	Students use grade-appropriate conventions of sentence structure with no significant errors.	Students use grade-appropriate conventions of sentence structure with a few significant errors.	Students use grade-appropriate conventions of sentence structure with many significant errors.
6.6.2. Use grade-appropriate conventions of grammar; i.e., eight parts of speech and simple and perfect tense	Students use grade-appropriate conventions of grammar with few if any minor errors.	Students use grade-appropriate conventions of grammar with no significant errors.	Students use grade-appropriate conventions of grammar with a few significant errors.	Students use grade-appropriate conventions of grammar with many significant errors.
6.6.3. Use grade-appropriate mechanics and usage; i.e., Capitalization: I, Proper Nouns, Proper Adjectives, and in sentences; Punctuation; end marks, quotation marks in dialogue, comma in a compound sentence, items in series, apostrophe, Usage: homonyms, spelling strategies for grade appropriate conventions of spelling	Students use grade-appropriate conventions of mechanics and usage with few if any minor errors.	Students use grade-appropriate conventions of mechanics and usage with no significant errors.	Students use grade-appropriate conventions of mechanics and usage with a few significant errors.	Students use grade-appropriate conventions of mechanics and usage with many significant errors.
FIGURATIVE LANGUAGE				
6.6.4. Identify and use similes, metaphors, idioms, alliteration, personification, and onomatopoeia	Students identify and use figurative language with few if any minor errors.	Students identify and use figurative language with no significant errors.	Students identify and use figurative language with a few significant errors.	Students identify and use figurative language with many significant errors.