

North Dakota English Language Arts Content and Achievement Standards

Grade 7

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 7				
PLANNING RESEARCH				
7.1.1. Generate and evaluate questions relevant to research topic	Students always evaluate their own research questions for relevance.	Students consistently evaluate their own research questions for relevance.	Students sometimes evaluate their own research questions for relevance.	Students rarely evaluate their own research questions for relevance.
ACCESSING INFORMATION				
7.1.2. Use a variety of sources, such as computer catalogs, magazines, and newspapers, to access information	Students use an extensive variety of sources.	Students use a variety of sources.	Students use some sources.	Students use very few sources.
EVALUATING RESEARCH INFORMATION				
7.1.3. Question the accuracy and relevance of information	Students always question the accuracy and relevance of information.	Students consistently question the accuracy and relevance of information.	Students sometimes question the accuracy and relevance of information.	Students rarely question the accuracy and relevance of information.
ORGANIZING RESEARCH INFORMATION				
7.1.4. Organize research information	Students use multiple appropriate and efficient methods to organize information.	Students use an appropriate and efficient method to organize information.	Students use either inappropriate or inefficient methods to organize information.	Students use both inappropriate and inefficient methods to organize information.
7.1.5. Present research findings, including information and evidence from a variety of 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.

Standard 1: Students engage in the research process.

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
7.1.6. Arrange sources in bibliographical format	Students arrange sources in bibliographical format with few if any errors	Students arrange sources in bibliographical format with no significant errors.	Students arrange sources in bibliographical format with a few significant errors.	Students arrange sources in bibliographical format with many significant errors.
PRESENTATION				
7.1.7. Write a research report using a thesis statement	Students write a research report using a thesis statement with few if any errors.	Students write a research report using a thesis statement with no significant errors.	Students write a research report using a thesis statement with a few significant or many minor errors.	Students write a research report using a thesis statement with many significant errors.
EVALUATE THE RESEARCH				
7.1.8. Evaluate the 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.
7.1.9. Evaluate a research product using a rubric				

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 7				
LITERARY AND INFORMATIONAL GENRES				
7.2.1. Differentiate characteristics of fiction and nonfiction genres	Students differentiate characteristics of fiction and nonfiction with few if any minor errors.	Students differentiate characteristics of fiction and nonfiction with no significant errors.	Students differentiate characteristics of fiction and nonfiction with a few significant errors.	Students differentiate characteristics of fiction and nonfiction with many significant errors.
READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS				
7.2.2. Use graphic organizers; summarizing; paraphrasing; and vocabulary building strategies, including context clues, to enhance understanding and aid comprehension of the meaning of texts	Students always use an extensive variety of reading strategies to enhance comprehension.	Students consistently use a variety of reading strategies to enhance comprehension.	Students sometimes use some reading strategies to enhance comprehension.	Students use very few reading strategies to enhance comprehension.
7.2.3. Generate and revise predictions to aid comprehension and understanding of the meaning of texts	Students always use prediction strategies to enhance comprehension.	Students consistently use prediction strategies to enhance comprehension.	Students sometimes use prediction strategies to enhance comprehension.	Students rarely use prediction strategies to enhance comprehension.
7.2.4. Use prior knowledge and experiences to aid text comprehension	Students always use prior knowledge and experience to aid comprehension.	Students consistently use prior knowledge and experiences to aid comprehension.	Students sometimes use prior knowledge and experiences to aid comprehension.	Students rarely use prior knowledge and experiences to aid comprehension.
PURPOSES FOR READING				
7.2.5. 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.
7.2.6. Read to develop life-long reading skills and habits				

Standard 2: Students engage in the reading process.

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
LITERARY ELEMENTS AND TECHNIQUES				
7.2.7. Identify literary elements; i.e., foreshadowing, point of view, plot development, protagonist, antagonist, and theme	Students identify literary elements with few if any minor 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.
7.2.8. Locate figurative language in literary texts; i.e., personification, simile, metaphor, and hyperbole	Students identify figurative language with few if any minor errors.	Students identify figurative language with no significant errors.	Students identify figurative language with a few significant or many minor errors.	Students identify figurative language with many significant errors.
7.2.9. Identify sound devices in literary texts; i.e., alliteration, onomatopoeia, rhyme, repetition, and rhythm	Students identify sound devices with few if any minor errors.	Students identify sound devices with no significant errors.	Students identify sound devices with a few significant errors.	Students identify sound devices with many significant errors.
7.2.10. Explain the relationships between literature and historical periods, cultures, and society	Students make insightful connections between literature and historical periods, cultures, and society.	Students make substantive connections between literature and historical periods, cultures, and society.	Students make obvious connections between literature and historical periods, cultures, and society.	Students have difficulty making connections between literature and historical periods, cultures, and society.
VOCABULARY				
7.2.11. Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text	Students use an extensive variety of vocabulary building skills and strategies to determine the meaning of unfamiliar words and make sense of text.	Students use a variety of vocabulary building skills and strategies to determine the meaning of unfamiliar words and make sense of text.	Students use some vocabulary building skills and strategies to determine the meaning of unfamiliar words and make sense of text.	Students use very few vocabulary building skills and strategies to determine the meaning of unfamiliar words and make sense of text.

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 7				
INFORMATIVE WRITING				
7.3.1. Produce research-based writing; e.g., news article, book reports, essay	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 the genre with no significant errors.	Students produce informative texts that reflect some understanding of the genre with few significant errors.	Students produce informative texts that reflect minimal understanding of the genre with many significant errors.
NARRATIVE WRITING				
7.3.2. Produce narrative writing; e.g., short story, poetry, drama	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 few significant errors.	Students produce narrative texts that reflect minimal understanding of the genre with many significant errors.
PERSUASIVE WRITING				
7.3.3. Produce persuasive writing; e.g., business letter, essays, opinions	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 few significant errors.	Students produce persuasive texts that reflect minimal understanding of the genre with many significant errors.
PREWRITING				
7.3.4. Use strategies to write for different audiences and purposes; e.g., informative, narrative, persuasive	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 or purposes.

Standard 3: Students engage in the writing process

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
DRAFTING				
7.3.5. Use prewriting strategies to create a draft emphasizing details	Students always use prewriting strategies to generate and effectively use relevant details in texts.	Students consistently use prewriting strategies to generate and effectively use relevant details in texts.	Students sometimes use prewriting strategies to generate and effectively use relevant details in texts.	Students rarely use prewriting strategies to generate and effectively use relevant details in texts.
7.3.6. Incorporate grade-level appropriate vocabulary in writing	Students incorporate grade-level appropriate vocabulary in drafts with few if any minor errors.	Students incorporate grade-level appropriate vocabulary in drafts with no significant errors.	Students incorporate grade-level appropriate vocabulary in drafts with a few significant or many minor errors.	Students incorporate grade-level appropriate vocabulary in drafts with many significant errors.
REVISING AND EDITING				
7.3.7. Use criteria to evaluate own and others' writing	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.
7.3.8. Use feedback and multiple drafts to revise text for specific purposes; e.g., clarity of ideas, organization, word choice, fluency	Students show insight when revising texts through multiple drafts for particular purposes based on audience feedback.	Students make effective revisions of texts through multiple drafts for particular purposes based on audience feedback.	Students make some effective revisions to texts through multiple drafts for particular purposes based on audience feedback.	Students make ineffective revisions to texts through multiple drafts for particular purposes based on audience feedback.
7.3.9. Edit for grammar, mechanics, usage, and spelling	Students edit final drafts for grammar, mechanics, usage, and spelling with few if any minor errors.	Students edit final drafts for grammar, mechanics, usage, and spelling with no significant errors.	Students edit final drafts for grammar, mechanics, usage, and spelling with a few significant errors.	Students edit final drafts for grammar, mechanics, usage, and spelling with many significant errors.

Standard 3: Students engage in the writing process				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
FINAL DRAFT <i>No benchmark expectations at this level</i>				
PUBLICATION/PRESENTATION 7.3.10. Incorporate visual aids in publications	Students incorporate visual aids into written work in innovative ways.	Students incorporate visual aids into written work in effective ways.	Students incorporate visual aids into written work in somewhat effective ways.	Students incorporate visual aids into written work in ineffective ways.

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 7				
PLANNING FOR AN AUDIENCE/PURPOSE				
7.4.1. 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.
7.4.2. 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 supporting materials for topic development.	Students use very few supporting materials for topic development.
CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION				
7.4.3. Incorporate research into presentations	Students incorporate research into presentations in sophisticated ways.	Students incorporate research into presentations in substantive ways.	Students incorporate research into presentations in typical ways.	Students have difficulty incorporating research into presentations.
7.4.4. Construct questions in response to a speaker	Students construct insightful questions in response to speaker.	Students construct substantive questions in response to speaker.	Students construct obvious questions in response to speaker.	Students have difficulty constructing questions in response to speaker.
7.4.5. Speak to entertain an audience; e.g., story telling	Students speak to entertain an audience with ease.	Students speak to entertain an audience with minimal difficulty.	Students speak to entertain an audience with difficulty.	Students speak to entertain an audience with great difficulty.
VERBAL AND NONVERBAL COMMUNICATION				
7.4.6. Use volume, eye contact, rate, and pronunciation effectively in oral presentations	Students always use appropriate volume, eye contact, rate, and pronunciation in oral presentations.	Students consistently use appropriate volume, eye contact, rate, and pronunciation in oral presentations.	Students sometimes use appropriate volume, eye contact, rate, and pronunciation in oral presentations.	Students rarely use appropriate volume, eye contact, rate, and pronunciation in oral presentations.

Standard 5: Students understand media

Standard 5: Students understand media				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 7				
MEDIA GENRES				
7.5.1. 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				
7.5.2. Construct media messages; e.g., slide shows, brochures, news articles, commercials, and 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 format.	Students construct media messages in very few formats.
INTERPRETING MEDIA				
7.5.3. Assess the relevancy and accuracy of information in media messages	Students always assess the relevancy and accuracy of information in media messages.	Students consistently assess the relevancy and accuracy of information in media messages.	Students sometimes assess the relevancy and accuracy of information in media messages.	Students rarely assess the relevancy and accuracy of information in media messages.
7.5.4. Locate examples of freedom of expression in media messages	Students show insight in locating an extensive variety of examples of freedom of expression in media messages.	Students locate a variety of examples of freedom of expression in media messages.	Students locate some examples of freedom of expression in media messages.	Students locate very few examples of freedom of expression in media messages.
7.5.5. 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

Standard 6: Students understand and use principles of language				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 7				
LANGUAGE CONVENTIONS/MECHANICS				
7.6.1. Use grade-appropriate conventions of grammar; i.e., Capitalization: dialogue, title of people and things; Punctuation: commas, quotation marks, apostrophes, colons/business letters and in time, underlining/italicizing; Usage: double negatives	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.
7.6.2. Use sentence structure; i.e., simple, compound, complex	Students use a variety of sentence structures in creative ways with few if any minor errors.	Students use a variety of sentence structures with no significant errors.	Students use a variety of sentence structures with a few significant errors.	Students use a variety of sentence structures with many significant errors.
7.6.3. Use grade-appropriate mechanics and usage; i.e., capitalization	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.
LITERARY ELEMENTS AND TECHNIQUES				
7.6.4. Use figurative language; i.e., simile, metaphor, alliteration, personification, onomatopoeia, and hyperbole	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.