

North Dakota English Language Arts Content and Achievement Standards

Grade 8

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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 8				
PLANNING RESEARCH				
8.1.1. Use questions to narrow research topic	Students form insightful questions to narrow a research topic.	Students form relevant questions to narrow a research topic.	Students form questions that may not be directly relevant or do not help narrow a research topic.	Students form questions that are irrelevant and do not help narrow a research topic.
ACCESSING INFORMATION				
8.1.2. Use a variety of primary and/or secondary sources to access information; i.e., computer catalogs, magazines, newspapers, and primary sources	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				
8.1.3. Evaluate sources that present different perspectives; e.g., by identifying sources of bias and distinguishing between primary and secondary sources	Students almost always examine sources that present different perspectives.	Students consistently examine sources that present different perspectives.	Students sometimes examine sources that present different perspectives.	Students rarely examine sources that present different perspectives.
ORGANIZING AND PRESENTING RESEARCH INFORMATION				
8.1.4. Use information from multiple sources when presenting research findings to defined audiences	Students present research findings from an extensive variety of sources in a manner appropriate to the defined audience.	Students present research findings from a variety of sources in a manner appropriate to the defined audience.	Students present research findings from some sources in a manner appropriate to the defined audience.	Students present research findings from very few sources in a manner appropriate to the defined audience.

Standard 1: Students engage in the research process.

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
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PRESENTATION				
8.1.5. Write a research report using a thesis	Students write a research report using a thesis with few if any errors.	Students write a research report using a thesis with no significant errors.	Students write a research report using a thesis with a few significant or many minor errors.	Students write a research report using a thesis with many significant errors.
EVALUATE THE RESEARCH				
8.1.6. 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.
8.1.7. 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 8				
LITERARY AND INFORMATIONAL GENRES				
8.2.1. Compare or contrast characteristics of fiction and nonfiction genres	Students compare and contrast characteristics of a variety of fiction and nonfiction with few if any minor errors.	Students compare and contrast characteristics of a variety of fiction and nonfiction with no significant errors.	Students compare or contrast characteristics of a variety of fiction and nonfiction with a few significant errors.	Students compare or contrast characteristics of a variety of fiction and nonfiction with many significant errors.
READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS				
8.2.2. Use prior knowledge and experiences to aid text comprehension	Students always use prior knowledge and experiences to enhance text comprehension.	Students consistently use prior knowledge and experiences to enhance text comprehension.	Students sometimes use prior knowledge and experiences to enhance text comprehension.	Students rarely use prior knowledge and experiences to enhance text comprehension.
8.2.3. Use a variety of strategies to construct meaning from text; e.g., vocabulary building strategies, skimming, paraphrasing, summarizing, brainstorming, and discussing	Students use an extensive variety of strategies to construct meaning from texts.	Students use a variety of strategies to construct meaning from texts.	Students use some strategies to construct meaning from texts.	Students use very few strategies to construct meaning from texts.
PURPOSES FOR READING				
8.2.4. Read for a variety of purposes to develop lifetime reading skills and habits, e.g., for personal recreation, to model forms of writing	Students almost always read for different purposes.	Students consistently read for different purposes.	Students occasionally read for different purposes.	Students rarely read for different purposes.
LITERARY ELEMENTS AND TECHNIQUES				
8.2.5. Identify theme, protagonist, antagonist, and dialect in literary texts	Students identify theme, protagonist, antagonist, and dialect in literary texts, with few if any errors.	Students identify theme, protagonist, antagonist, and dialect in literary texts, with no significant errors.	Students identify theme, protagonist, antagonist, and dialect in literary texts, with a few significant errors.	Students identify theme, protagonist, antagonist, and dialect in literary texts, with many significant errors.

Standard 2: Students engage in the reading process.

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
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8.2.6. Identify figurative language in literary texts including 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 errors.	Students identify figurative language with many significant errors.
8.2.7. Make connections between literature and historical period, culture, 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.
8.2.8. Explain the uses of sound devices in literary texts. including alliteration, onomatopoeia, rhyme, repetition, and rhythm	Students show insight when explaining the uses and effects of sound devices in literature.	Students show substantive thought when explaining the uses and effects of sound devices in literature.	Students show superficial thought when explaining the uses and effects of sound devices in literature.	Students have difficulty explaining the uses and effects of sound devices in literature.
VOCABULARY				
8.2.9. Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, 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 grade-appropriate vocabulary building skills and strategies to determine the meaning of unfamiliar words and to make sense of text.	Students use a variety of grade-appropriate vocabulary building skills and strategies to determine the meaning of unfamiliar words and to make sense of text.	Students use some diverse grade-appropriate vocabulary building skills and strategies to determine the meaning of unfamiliar words and to make sense of text.	Students use very few grade-appropriate vocabulary building skills and strategies to determine the meaning of unfamiliar words and to make sense of text.
8.2.10. Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology	Students always build vocabulary by applying knowledge of word roots, information from dictionaries, and terminology from the content areas.	Students consistently build vocabulary by applying knowledge of word roots, information from dictionaries, and terminology from the content areas.	Students sometimes build vocabulary by applying knowledge of word roots, information from dictionaries, and terminology from the content areas.	Students rarely build vocabulary by applying knowledge of word roots, information from dictionaries, and terminology from the content areas.

Standard 3: Students engage in the writing process

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Grade 8				
INFORMATIVE WRITING				
8.3.1. Compose informative writing, e.g., research, biographies, autobiographies, news articles, interviews	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				
8.3.2. Write short stories that include story elements; e.g., dialogue, action, physical description, background description, character development	Students write short stories that reflect insight into the genre with few if any minor errors.	Students write short stories that reflect an accurate understanding of the genre with no significant errors.	Students write short stories that reflect some understanding of the genre with few significant errors.	Students write short stories that reflect minimal understanding of the genre with many significant errors.
PERSUASIVE WRITING				
8.3.3. Produce persuasive writing; e.g., editorials, essays, business letters and 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				
8.3.4. Use free writing and journal writing to develop ideas for writing topics	Students always use free writing strategies to develop ideas for writing topics.	Students consistently use prewriting strategies to develop ideas for writing topics.	Students sometimes use prewriting strategies to develop ideas for writing topics.	Students rarely use prewriting strategies to develop ideas for writing topics.

Standard 3: Students engage in the writing process

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
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<p>8.3.5. Use language and format appropriate for intended audience and purpose</p> <p>DRAFTING</p>	Students always match language and format to the audience and purpose.	Students consistently match language and format to the audience and purpose.	Students sometimes match language and format to the audience and purpose.	Students rarely match language and format to the audience and purpose.
8.3.6. Use prewriting product to create a first draft emphasizing details and referencing sources	Students always use prewriting products to generate and effectively use details and to correctly reference sources.	Students consistently use prewriting products to generate and effectively use details and to correctly reference sources.	Students sometimes use prewriting products to generate and effectively use details and to correctly reference sources.	Students rarely use prewriting products to generate and effectively use details and to correctly reference sources.
8.3.7. Incorporate grade-level appropriate vocabulary in writing	Students incorporate grade-level appropriate vocabulary with no errors.	Students incorporate grade-level appropriate vocabulary with no significant errors.	Students incorporate grade-level appropriate vocabulary with a few significant or many minor errors.	Students incorporate grade-level appropriate vocabulary with many significant errors.
8.3.8. Use organizational patterns; e.g., introduction, body, conclusion or exposition/body/resolution	Students always use a recognizable organizational pattern.	Students consistently use a recognizable organizational pattern.	Students sometimes use a recognizable organizational pattern.	Students rarely use a recognizable organizational pattern.
<p>REVISING AND EDITING</p> <p>8.3.9. Use criteria to evaluate own and others' writing</p>	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.
8.3.10. Use feedback and multiple drafts to revise text for specific purposes, e.g., clarity of ideas, organization, word choice, and fluency	Students make insightful use of feedback and multiple drafts to revise texts for particular purposes.	Students make effective use of feedback and multiple drafts to revise texts for particular purposes.	Students make somewhat effective use of feedback and multiple drafts to revise texts for particular purposes.	Students make ineffective use of feedback and multiple drafts to revise texts for particular purposes.

Standard 3: Students engage in the writing process

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
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<p>8.3.11. Edit for grammar, mechanics, usage, and spelling</p> <p>FINAL DRAFT</p> <p><i>No benchmark expectations at this level</i></p> <p>PUBLICATION/PRESENTATION</p>	<p>Students edit for grammar, mechanics, usage, and spelling with few if any minor errors.</p>	<p>Students edit for grammar, mechanics, usage, and spelling with no significant errors.</p>	<p>Students edit for grammar, mechanics, usage, and spelling with few significant errors.</p>	<p>Students edit for grammar, mechanics, usage, and spelling with many significant errors.</p>
<p>8.3.12. Incorporate a variety of visual aids in publications</p>	<p>Students incorporate visual aids into written work in innovative ways.</p>	<p>Students incorporate visual aids into written work in effective ways.</p>	<p>Students incorporate visual aids into written work in somewhat effective ways.</p>	<p>Students incorporate visual aids into written work in ineffective ways.</p>
<p>8.3.13. Use computer technology to present written work</p>	<p>Students use computer technology to present written work in innovative ways.</p>	<p>Students use computer technology to present written work in effective ways.</p>	<p>Students use computer technology to present written work in somewhat effective ways.</p>	<p>Students use computer technology to present written work in ineffective ways.</p>

Standard 4: Students engage in the speaking and listening process

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Grade 8				
PLANNING FOR AN AUDIENCE/PURPOSE				
8.4.1. 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.
8.4.2. 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.
CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION				
8.4.3. Speak for different purposes; e.g., group discussions, research presentations and demonstrations	Students speak with ease for a variety of different purposes.	Students speak with minimal difficulty for a variety of different purposes.	Students speak with difficulty for a variety of different purposes.	Students speak with great difficulty for a variety of different purposes.
VERBAL AND NONVERBAL COMMUNICATION				
8.4.4. Use volume, eye contact, rate, pronunciation, and articulation effectively in oral presentations	Students always use appropriate volume, eye contact, rate, pronunciation, and articulation in oral presentations.	Students consistently use appropriate volume, eye contact, rate, pronunciation, and articulation in oral presentations.	Students sometimes use appropriate volume, eye contact, rate, pronunciation, and articulation in oral presentations.	Students rarely use appropriate volume, eye contact, rate, pronunciation, and articulation in oral presentations.

Standard 5: Students understand media

Standard 5: Students understand media				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 8				
MEDIA GENRES				
8.5.1. 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				
8.5.2. Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes	Students 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.
8.5.3. Construct media messages; e.g., editorials, news articles, commentaries, web sites, 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 formats.	Students construct media messages in very few formats.
INTERPRETING MEDIA				
8.5.4. Describe the role of the media in influencing and shaping public opinion	Students describe an extensive variety of ways in which the media shapes public opinion and the attitudes and thoughts of individuals.	Students describe a variety of ways in which the media shapes public opinion and the attitudes and thoughts of individuals.	Students describe some ways in which the media shapes public opinion and the attitudes and thoughts of individuals.	Students describe very few ways in which the media shapes public opinion and the attitudes and thoughts of individuals.
8.5.5. Show how media messages influence people in various ways; e.g., comprehensiveness, appeal to emotions, attitudes and behaviors, authenticity, and stereotyping				
8.5.6. Define plagiarism and its consequences	Students explain plagiarism and its consequences, with significant details.	Students explain plagiarism and its consequences, with some significant details.	Students explain plagiarism and its consequences, with few significant details.	Students are unable to explain plagiarism and its consequences.

Standard 5: Students understand media				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
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8.5.7. Define copyright	Students define copyright with no errors.	Students define copyright with no significant errors.	Students define copyright with few significant or many minor errors.	Students define copyright with many significant errors.

Standard 6: Students understand and use principles of language

Standard 6: Students understand and use principles of language				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
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Grade 8				
LANGUAGE CONVENTIONS/MECHANICS				
8.6.1. Use varied sentence structure; i.e., simple, compound, complex, and inverted order	Students use a variety of sentence structures in creative ways and 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 few significant errors.	Students use a variety of sentence structures with many significant errors.
8.6.2. Use conventions of grammar related to parts of speech; i.e., verbs progressive tense, complements	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 few significant errors.	Students use grade-appropriate conventions of grammar with many significant errors.
8.6.3. Use grade-appropriate mechanics and usage; i.e., Capitalization: publications and in letters; Punctuation: commas, semi colons, colons, quotation marks, underlining, hyphens, apostrophes; Usage: misplaced modifiers	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.
LANGUAGE CONTEXT				
8.6.4. Identify social differences in language; e.g., the use of slang, cliché, and formal and informal styles	Students identify social differences in language with few if any minor errors.	Students identify social differences in language with no significant errors.	Students identify social differences in language with a few significant errors.	Students identify social differences in language with many significant errors.
8.6.5. Identify cultural and regional differences in language use; e.g., different dialects and language diversity	Students identify cultural and regional differences in language with few if any significant errors.	Students identify cultural and regional differences in language with no significant errors.	Students identify cultural and regional differences in language with a few significant errors.	Students identify cultural and regional differences in language with many significant errors.
8.6.6. Locate examples of professional uses of language including jargon and formal styles	Students identify examples of professional uses of language with few if any minor errors.	Students identify examples of professional uses of language with no significant errors.	Students identify examples of professional uses of language with a few significant errors.	Students identify examples of professional uses of language with many significant errors.

Standard 6: Students understand and use principles of language

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
LITERARY ELEMENTS AND TECHNIQUES				
8.6.7. Use figurative language including simile, metaphor, alliteration, personification, onomatopoeia, hyperbole, and point of view	Students use figurative language with few if any minor errors.	Students use figurative language with no significant errors.	Students use figurative language with a few significant errors.	Students use figurative language with many significant errors.