

North Dakota English Language Arts Content and Achievement Standards

Grade 9

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 9				
RESEARCH PLANNING				
9.1.1. Choose a broad topic, state the problem, or question	Students choose thought-provoking topics and articulate an insightful problem statement or question.	Students choose relevant topics and articulate a problem statement or question.	Students choose a topic, but articulate a problem statement or question that may not be directly relevant to the topic.	Students choose irrelevant topics and have difficulty generating a problem statement or question relevant to the topic.
9.1.2 Formulate a preliminary thesis statement	Students formulate a relevant and insightful preliminary thesis statement.	Students formulate a relevant preliminary thesis statement.	Students formulate a preliminary thesis statement that is either implausible or irrelevant.	Students formulate a preliminary thesis statement that is both implausible and irrelevant.
ACCESSING INFORMATION				
<i>No benchmark expectations at this level</i>				
EVALUATING RESEARCH INFORMATION				
9.1.3 Cross-reference information	Students always cross-reference information.	Students consistently cross-reference information.	Students sometimes cross-reference information.	Students rarely cross-reference information.
9.1.4. Evaluate relevancy of information	Students always evaluate the relevancy of information.	Students consistently evaluate the relevancy of information.	Students sometimes evaluate the relevancy of information.	Students rarely evaluate the relevancy of information.

Standard 1: Students engage in the research process.

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
ORGANIZING RESEARCH INFORMATION				
9.1.5. Organize information from a variety of sources; e.g., chronological	Students use multiple appropriate and efficient methods to organize information from a variety of sources.	Students use an appropriate and efficient method to organize information from a variety of sources.	Students use either an inappropriate or inefficient method to organize information from a variety of sources.	Students use both an inappropriate and inefficient method to organize information from a variety of sources.
9.1.6 Summarize information	Students address the significant information and some subtleties in their summary.	Students address the significant information in their summary.	Students address some significant information in their summary.	Students address very little significant information in their summary.
9.1.7. Identify and avoid plagiarism	Students always use appropriate methods to avoid plagiarism.	Students consistently use appropriate methods to avoid plagiarism.	Students sometimes use appropriate methods to avoid plagiarism.	Students rarely use appropriate methods to avoid plagiarism.
9.1.8. Use primary and secondary sources	Students use an extensive variety of secondary sources and some primary sources.	Students use a variety of secondary sources and a primary source.	Students use some secondary sources.	Students use very few secondary sources.
9.1.9 Use graphic organizer	Students use an extensive variety of graphic organizers.	Students use a variety of graphic organizers.	Students use some variety of graphic organizers.	Students use very few graphic organizers.
PRESENTATION				
9.1.10 Write research papers and presentations using a thesis and organized information	Students write research papers and presentations that are organized and use a thesis with few if any errors.	Students write research reports and presentations that are organized and use a thesis with no significant errors.	Students write research reports and presentations with a few significant or many minor errors.	Students write research reports and presentations with many significant errors.
EVALUATING THE RESEARCH PROCESS				
<i>No benchmark expectations at this level</i>				

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 9				
LITERARY GENRES				
9.2.1. Identify characteristics of a variety of fiction genres; i.e., novels, short stories, plays, and poetry	Students consistently identify and describe in detail characteristics of an extensive variety of genres.	Students consistently identify the characteristics of a variety of genres.	Students sometimes identify the characteristics of some genres.	Students rarely identify the characteristics of very few genres.
9.2.2. Identify the organizational features of fiction, drama, and poetry; i.e., stanza, act, scene, chapter, verse, and article	Students always identify the organizational features of fiction, drama, and poetry with no errors.	Students consistently identify the organizational features of fiction, drama, and poetry with no significant errors.	Students sometimes identify the organizational features of fiction, drama, and poetry with a few significant or many minor errors.	Students rarely identify the organizational features of fiction, drama, and poetry with many significant errors.
INFORMATIONAL GENRES				
9.2.3. Differentiate between a variety of nonfiction genres; i.e., newspapers, magazines, electronic texts, biographies, reference materials, essays, and speeches	Students differentiate between characteristics of an extensive variety of nonfiction genres.	Students differentiate between the characteristics of a variety of nonfiction genres.	Students differentiate between the characteristics of some nonfiction genres.	Students differentiate between the characteristics of very few nonfiction genres.
READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS				
9.2.4. Identify persuasive writing	Students identify persuasive writing with few if any errors.	Students identify persuasive writing with a few significant errors.	Students identify persuasive writing with some significant errors or many minor errors.	Students identify persuasive writing with many significant errors.
9.2.5. Locate redundancies in written texts to clarify meaning	Students locate significant and subtle redundancies in written texts to clarify meaning.	Students locate the significant redundancies in written texts to clarify meaning.	Students locate some of the significant redundancies in written texts to clarify meaning.	Students locate very few redundancies in written texts to clarify meaning.

Standard 2: Students engage in the reading process.

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
9.2.6. Demonstrate oral reading fluency	Students read aloud with ease, accuracy, and appropriate expression.	Students read aloud with minimal difficulty, no significant errors, and appropriate expression.	Students read aloud with difficulty, many minor errors, and somewhat appropriate expression.	Students read aloud with great difficulty, many significant errors, and inappropriate expression.
9.2.7. Access prior knowledge to interpret meaning	Students always access prior knowledge to interpret meaning.	Students consistently access prior knowledge to interpret meaning.	Students sometimes access prior knowledge to interpret meaning.	Students rarely access prior knowledge to interpret meaning.
PURPOSES FOR READING				
9.2.8. Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.	Students read for an extensive variety of purposes and intents.	Students read for a variety of purposes and intents.	Students read for some diverse purposes and intents.	Students read for very few purposes and intents.
LITERARY ELEMENTS AND TECHNIQUES				
9.2.9. Identify character, setting, plot, stanza, act, scene, chapter, verse, article, fiction, nonfiction, point of view	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 or many minor errors.	Students identify literary elements with many significant errors.
9.2.10. Analyze an author's use of literary techniques and devices; i.e., mood, foreshadowing, flashbacks, dialogue, and poetic license	Students insightfully analyze the author's use of literary techniques and devices and provide extensive textual support for their analysis	Students effectively analyze the author's use of literary techniques and devices and provide sufficient textual support for their analysis.	Students somewhat effectively analyze the author's use of literary techniques and devices and provide minimal textual support for their analysis.	Students ineffectively analyze the author's use of literary techniques and devices and provide little, if any, textual support for their analysis.
9.2.11. Identify universal themes	Students identify an extensive variety of universal themes.	Students identify a variety of universal themes.	Students identify some universal themes.	Students identify very few universal themes.
9.2.12. Explain ways in which the setting affects the development of a story	Students insightfully analyze the way in which setting affects the development of a story and point to textual support.	Students accurately analyze the way in which setting affects the development of a story and point to textual support.	Students analyze the way in which setting affects the development of a story but cannot find support.	Students fail to analyze the way in which setting affects the development of a story.

Standard 2: Students engage in the reading process.

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>9.2.13. Analyze author’s use of literary techniques and devices; i.e., foreshadowing and flashbacks</p> <p>VOCABULARY</p>	<p>Students insightfully analyze the author’s use of literary techniques and devices and point to textual support.</p>	<p>Students accurately perform a credible analysis of the author’s use of literary techniques and devices and point to textual support.</p>	<p>Students analyze the author’s use of literary techniques and devices but cannot find support.</p>	<p>Students fail to analyze the author’s use of literary techniques and devices.</p>
<p>9.2.14. Use decoding/encoding, connotation, and denotation</p>	<p>Students decode/ encode and interpret connotative and denotative meaning with ease and accuracy.</p>	<p>Students decode/ encode and interpret connotative and denotative meaning with minimal difficulty and no significant errors.</p>	<p>Students decode/ encode and interpret connotative and denotative meaning with difficulty and a few significant or many minor errors.</p>	<p>Students decode/ encode and interpret connotative and denotative meaning with great difficulty and many significant errors.</p>
<p>9.2.15. Build vocabulary by reading a variety of grade-level texts and applying new vocabulary</p>	<p>Students incorporate new words into their reading vocabulary with ease.</p>	<p>Students incorporate new words into their reading vocabulary with minimal difficulty.</p>	<p>Students incorporate new words into their reading vocabulary with difficulty.</p>	<p>Students incorporate new words into their reading vocabulary with great difficulty.</p>

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 9				
INFORMATIVE WRITING				
9.3.1. Write expository texts; e.g., essays, directions, and letters	Students write expository texts that reflect insight into the genre and have few if any minor errors.	Students write expository texts that reflect an accurate understanding of the genre and have no significant errors.	Students write expository texts that reflect some understanding of the genre or have a few significant errors.	Students write expository texts that reflect minimal understanding of the genre and have many significant errors.
LITERARY/NARRATIVE WRITING				
9.3.2. Write descriptive and narrative compositions; e.g., journals, personal letters, biographies, short stories, autobiographical sketches, one-act plays, and poetry	Students write descriptive and narrative compositions that reflect insight into the genre and have few if any minor errors.	Students write descriptive and narrative compositions that reflect an accurate understanding of the genre and have no significant errors.	Students write descriptive and narrative compositions that reflect some understanding of the genre or have a few significant errors.	Students write descriptive and narrative compositions that reflect minimal understanding of the genre and have many significant errors.
PERSUASIVE WRITING				
9.3.3. Develop a composition detailing an opinion	Students use appropriate supporting details and provide highly thoughtful analysis when developing a composition detailing an opinion.	Students use appropriate supporting details to develop a composition detailing an opinion.	Students use some appropriate supporting details to develop a composition detailing an opinion.	Students do not use appropriate support to develop a composition detailing an opinion.
PREWRITING				
9.3.4. Develop a focus for composition; e.g., a theme or unifying idea	Students develop an insightful focus for a composition.	Students develop an effective focus for a composition.	Students develop a somewhat effective focus for a composition.	Students develop an ineffective focus for a composition.

Standard 3: Students engage in the writing process

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>9.3.5. Organize the ideas and details of a composition according to purpose</p> <p>DRAFTING</p>	Students effectively and creatively organize the ideas and details of a composition in a way that serves the purpose.	Students effectively organize the ideas and details of a composition in a way that serves the purpose.	Students organize the ideas and details of a composition ineffectively or the organization does not serve the purpose.	Students organize the ideas and details of a composition ineffectively and the organization does not serve the purpose.
<p>9.3.6. Elaborate ideas through word choice and description using grade-level vocabulary</p>	Students incorporate grade-level appropriate vocabulary in writing with few if any minor errors.	Students incorporate grade-level appropriate vocabulary in writing with no significant errors.	Students incorporate grade-level appropriate vocabulary in writing with a few significant or many minor errors.	Students incorporate grade-level appropriate vocabulary in writing with many significant errors.
<p>9.3.7. Organize and write compositions for self and family</p>	Students creatively organize and write compositions appropriately for self and family.	Students organize and write appropriate compositions appropriately for self and family.	Students write compositions that are either disorganized or poorly written for self and family.	Students write compositions that are both disorganized and poorly written for self and family.
<p>9.3.8. Use supporting details</p> <p>LITERARY ELEMENTS AND TECHNIQUES</p>	Students include an extensive variety of supporting details.	Students include a variety of supporting details.	Students include some supporting details.	Students include very few supporting details.
<p>9.3.9. Use techniques of characterization in compositions; e.g., description, dialogue, interior monologue</p> <p>REVISING AND EDITING</p>	Students consistently and creatively use techniques of characterization.	Students consistently use techniques of characterization.	Students sometimes use techniques of characterization.	Students rarely use techniques of characterization.
<p>9.3.10. Edit and revise compositions for proper mechanics and grammar, syntax, diction, and order</p>	Students edit and revise compositions for proper mechanics and grammar, syntax, and diction with few if any minor errors.	Students edit and revise compositions for proper mechanics and grammar, syntax, and diction with no significant errors.	Students edit and revise compositions for proper mechanics and grammar, syntax, and diction with a few significant or many minor errors.	Students edit and revise compositions for proper mechanics and grammar, syntax, and diction but leave many significant errors.

Standard 3: Students engage in the writing process

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
9.3.11. Arrange paragraphs in a logical progression	Students arrange paragraphs into a logical progression with no errors.	Students arrange paragraphs into a logical progression with no significant errors.	Students arrange paragraphs into a logical progression with a few significant errors.	Students arrange paragraphs into a logical progression with many significant errors.
PUBLISHING/PRESENTATION				
9.3.12. Use technology; e.g., publishing software and graphic programs, to present written work	Students use technology to present written work with no teacher assistance.	Students use technology to present written work with minimal teacher assistance.	Students use technology to present written work with some teacher assistance.	Students use technology to present written work with significant teacher assistance.

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 9				
PLANNING FOR AN AUDIENCE/PURPOSE				
9.4.1. Analyze the audience and adjust message and wording to suit purpose	Students identify a specific audience and appropriately and insightfully tailor messages to fit the purpose.	Students identify a specific audience and appropriately tailor message to fit purpose.	Students identify a general audience and tailor message to fit purpose.	Students have difficulty identifying an audience and tailoring a message to fit purpose.
VERBAL AND NONVERBAL COMMUNICATION				
9.4.2. Use visual aides effectively in oral presentations	Students use appropriate visual aids, notes, and manuscripts in oral presentations and effectively incorporate them into the presentation.	Students use appropriate visual aids, notes, and manuscripts in oral presentations and incorporate them into the presentation.	Students use inappropriate visual aids, notes, and manuscripts in oral presentations or ineffectively incorporate them into the presentation.	Students use inappropriate visual aids, notes, and manuscripts in oral presentations and ineffectively incorporate them into the presentation.
9.4.3. Use notes and manuscripts to make oral presentations				
CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION				
9.4.4. Engage in a group discussion	Students consistently engage in and enhance a group discussion.	Students consistently engage in a group discussion.	Students sometimes engage in a group discussion.	Students rarely engage in a group discussion.
9.4.5. Use critical listening skills; i.e., reflection	Students almost always use critical listening skills.	Students consistently use critical listening skills.	Students sometimes use critical listening skills.	Students rarely use critical listening skills.

Standard 5: Students understand media

Standard 5: Students understand media				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 9				
MEDIA GENRES				
9.5.1. 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				
9.5.2. 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.
INTERPRETING MEDIA				
9.5.3. Compare and contrast a written work and a media version	Students identify the significant and some subtle similarities and differences between a written work and a media version.	Students identify the significant similarities and differences between a written work and a media version.	Students identify some significant similarities and/or differences between a written work and a media version.	Students identify very few similarities and differences between a written work and a media version.

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 9				
LANGUAGE CONVENTIONS/MECHANICS				
9.6.1. Identify conventions of grammar related to sentence structure; i.e., sentence reduction, parallel structure, elliptical clauses, conjunctions, and clausal and phrasal patterns	Students identify conventions of grammar related to sentence structure with few if any errors.	Students identify conventions of grammar related to sentence structure with no significant errors.	Students identify conventions of grammar related to sentence structure with a few significant or many minor errors.	Students identify conventions of grammar related to sentence structure with many significant errors.
9.6.2. Use conventions of grammar related to parts of speech; i.e., verb tense and agreement	Students use conventions of grammar related to parts of speech to enhance meaning with few if any errors.	Students use conventions of grammar related to parts of speech with no significant errors.	Students use conventions of grammar related to parts of speech with a few significant or many minor errors.	Students use conventions of grammar related to parts of speech with many significant errors.
9.6.3. Use conventions of punctuation	Students correctly use conventions of punctuation to enhance meaning with no errors.	Students correctly use conventions of punctuation with no significant errors.	Students use conventions of punctuation with a few significant or many minor errors.	Students use conventions of punctuation with many significant errors.
LITERARY ELEMENTS AND TECHNIQUES				
9.6.4. Identify idiomatic language and figurative language; i.e., allusion, analogy, hyperbole, irony, personification, oxymoron, and paradox	Students identify figurative language and idiomatic language with no errors.	Students identify figurative language and idiomatic language with no significant errors.	Students identify figurative language and idiomatic language with a few significant or many minor errors.	Students identify figurative language and idiomatic language with many significant errors.
9.6.5. Identify the use of sound patterns in language; i.e., alliteration, assonance and consonance	Students identify the use of sound patterns in language with no errors.	Students identify the use of sound patterns in language with no significant errors.	Students identify the use of sound patterns in language with a few significant or many minor errors.	Students identify the use of sound patterns in language with many significant errors.
9.6.6. Interpret symbolism	Students provide insightful interpretations of symbolism and point to support for their interpretations.	Students provide reasonable interpretations of symbolism and point to support for their interpretations.	Students provide either implausible interpretations of symbolism or cannot point to support for their interpretations.	Students provide both implausible and unsupported interpretations of symbolism.

Standard 6: Students understand and use principles of language

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
LANGUAGE CONTEXT				
9.6.7. Locate cultural differences in language; i.e., colloquialisms, regional and ethnic dialects, and indigenous vocabulary	Students locate cultural differences in language with ease.	Students locate cultural differences in language with minimal difficulty.	Students locate cultural differences in language with difficulty.	Students locate cultural differences in language with great difficulty.
9.6.8. Identify gender perspectives in language; i.e., biased language	Students identify gender perspective in language with ease.	Students identify gender perspective in language with minimal difficulty.	Students identify gender perspective in language with difficulty.	Students identify gender perspective in language with great difficulty.