

North Dakota English Language Arts Content and Achievement Standards

Kindergarten

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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
Kindergarten				
PLANNING RESEARCH K.1.1. Choose questions and ideas related to a topic of study	Students choose thought-provoking topics that are relevant given time and resource constraints.	Students choose topics that are relevant given time and resource constraints.	Students choose topics that may not be relevant given either time or resource constraints.	Students choose topics that are irrelevant given time and resource constraints.
ORGANIZING INFORMATION K.1.2. Use developmentally appropriate reference tools to gather information; e.g., picture dictionary, ABC chart, nonfiction books	Students use an extensive variety of appropriate reference tools.	Students use a variety of appropriate reference tools.	Students use some appropriate reference tools.	Students use few appropriate reference tools.

Standard 2: Students engage in the reading process

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Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Kindergarten				
LITERARY/INFORMATIONAL GENRES				
K.2.1. Recognize a variety of genres; i.e., fiction, nonfiction, fairy tales, poetry, and nursery rhymes	Students recognize texts of an extensive variety of genres.	Students recognize texts of a variety of genres.	Students recognize texts of some genres.	Students recognize texts of very few genres.
K.2.2. Identify the elements of a fiction text; i.e., character, setting, events, and ending	Students identify the elements of a fiction text with few if any minor errors.	Students identify the elements of a fiction text with no significant errors.	Students identify the elements of a fiction text with a few significant errors.	Students identify the elements of a fiction text with many significant errors.
K.2.3. Demonstrate book handling knowledge; i.e., locate front of book, beginning and end of sentence and story	Students always handle books in the correct manner.	Students consistently handle books in the correct manner.	Students sometimes handle books in the correct manner.	Students rarely handle books in the correct manner.
K.2.4. Demonstrate early reading behaviors; i.e., one-to-one match, directionality, locating letters and words, upper and lowercase letters, periods, and question marks, using authentic texts	Students always demonstrate early reading behaviors.	Students consistently demonstrate early reading behaviors.	Students sometimes demonstrate early reading behaviors.	Students rarely demonstrate early reading behaviors.
K.2.5. Differentiate between fiction and non-fiction text features	Students describe the characteristics of fiction materials with few if any minor errors.	Students describe the characteristics of fiction materials with no significant errors.	Students describe characteristics of fiction materials with a few significant errors.	Students describe the characteristics of fiction materials with many significant errors.
K.2.6. Recognize various types of nonfiction books; i.e., newspapers, magazines, picture dictionaries, and other developmentally appropriate reference materials	Students describe the characteristics of non-fiction materials with few if any minor errors.	Students describe the characteristics of non-fiction materials with no significant errors.	Students describe the characteristics of non-fiction materials with a few significant errors.	Students describe the characteristics of non-fiction materials with many significant errors.

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PHONOLOGICAL/PHONEMIC AWARENESS				
K.2.7. Identify and manipulate individual phonemes (sounds) in a one syllable word (distinguishing initial and final consonant sounds and vowel sounds) /h/-/a/-/t/	Students identify and manipulate sounds in words with ease and accuracy.	Students identify and manipulate sounds in words with minimal difficulty and no significant errors.	Students identify and manipulate sounds in words with difficulty and a few significant or many minor errors.	Students identify and manipulate sounds in words with great difficulty and many significant errors.
K.2.8. Blend individual phonemes to make a one syllable word	Students blend the separate sounds in a word with ease and accuracy.	Students blend the separate sounds in a word with minimal difficulty and no significant errors.	Students blend the separate sounds in a word with difficulty and a few significant or many minor errors.	Students blend the separate sounds in a word with great difficulty and many significant errors.
K.2.9. Separate a one syllable word into its parts, onset and rime	Students separate one syllable words into their parts with ease and accuracy.	Students separate one syllable words into their parts with minimal difficulty and no significant errors.	Students separate one syllable words into their parts with difficulty and a few significant or many minor errors.	Students separate one syllable words into their parts with great difficulty and many significant errors.
K.2.10. Identify and create rhyming words	Students identify and create rhyming words with ease and accuracy.	Students identify and create rhyming words with minimal difficulty and no significant errors.	Students identify and create rhyming words with difficulty and a few significant or many minor errors.	Students identify and create rhyming words with great difficulty and many significant errors.
K.2.11. Know that words make up sentences and syllables make up words	Students always demonstrate an understanding that words make up sentences and syllables make up words.	Students consistently demonstrate an understanding that words make up sentences and syllables make up words.	Students occasionally demonstrate an understanding that words make up sentences and syllables make up words.	Students rarely demonstrate an understanding that words make up sentences and syllables make up words.
PHONICS/WORD RECOGNITION				
K.2.12. Recognize the relationship between letters and their sounds	Students identify the relationship between letters and their sounds with ease and accuracy, including sounds for all letters in isolation.	Students identify the relationship between letters and their sounds with minimal difficulty and no significant errors, including sounds for all letters in isolation.	Students identify the relationship between letters and their sounds with difficulty and a few significant or many minor errors, including sounds for all letters in isolation.	Students identify the relationship between letters and their sounds with great difficulty and many significant errors, including sounds for all letters in isolation.
K.2.13. State sounds for all letters in isolation	Students identify the relationship between letters and their sounds with ease and accuracy, including sounds for all letters in isolation.	Students identify the relationship between letters and their sounds with minimal difficulty and no significant errors, including sounds for all letters in isolation.	Students identify the relationship between letters and their sounds with difficulty and a few significant or many minor errors, including sounds for all letters in isolation.	Students identify the relationship between letters and their sounds with great difficulty and many significant errors, including sounds for all letters in isolation.

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K.2.14. Know that letters go together to make words	Students always demonstrate a clear understanding that letters go together to make words.	Students consistently demonstrate a clear understanding that letters go together to make words, with no significant misconceptions.	Students occasionally demonstrate an understanding that letters go together to make words.	Students rarely demonstrate an understanding that letters go together to make words.
K.2.15. Use knowledge of phonics to decode words	Students use knowledge of phonics to decode words with ease and accuracy.	Students use knowledge of phonics to decode words with minimal difficulty and no significant errors.	Students use knowledge of phonics to decode words with difficulty and a few significant errors or many minor errors.	Students use knowledge of phonics to decode words with great difficulty and many significant errors.
K.2.16. Identify and name upper and lower case letters	Students identify upper and lower case letters with ease and accuracy.	Students identify upper and lower case letters with minimal difficulty and no significant errors.	Students identify upper and lower case letters with difficulty and with a few significant errors or many minor errors.	Students identify upper and lower case letters with great difficulty and many significant errors.
COMPREHENSION/READING STRATEGIES FOR MEANING				
K.2.17. Make and confirm/disconfirm predictions about what will happen in a story	Students make insightful predictions and point to explicit and implicit textual support to confirm or disconfirm predictions.	Students make supportable predictions and point to textual evidence that confirms or disconfirms their predictions.	Students make some unsupported predictions or cannot find evidence to confirm/ disconfirm predictions.	Students make unsupported predictions and cannot find evidence to confirm/ disconfirm predictions.
K.2.18. Recall/retell information in sequence	Students retell information in correct sequence and in great detail.	Students retell all significant information in correct sequence.	Students retell the significance information in an incorrect sequence or retell only some information in correct sequence.	Students retell some information, but in an incorrect sequence.
K.2.19. State text-to-self connection	Students consistently make insightful text-to-self connections.	Students consistently make text-to-self connections.	Students sometimes make text-to-self connections.	Students rarely make text-to-self connections.

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PURPOSES FOR READING				
K.2.20. Use reading to be informed and/or entertained with shared reading texts; e.g., big books, charts, poems, guided reading books	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.

Standard 3: Students engage in the writing process

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Kindergarten				
PREWRITING				
K.3.1. Identify audience and purposes for writing	Students identify an audience and purpose for writing with ease.	Students identify an audience and purpose for writing with minimal difficulty.	Students identify an audience and purpose for writing with difficulty.	Students identify an audience for writing with great difficulty.
K.3.2. Discuss ideas drawn from personal experience	Students discuss an extensive variety of ideas drawn from personal experience.	Students discuss a variety of ideas drawn from personal experience.	Students discuss some ideas drawn from personal experience.	Students discuss very few ideas drawn from personal experience.
K.3.3. Use developmentally appropriate tools for prewriting; e.g., ABC chart, word walls, environmental print	Students always select appropriate tools and strategies needed for prewriting.	Students consistently select appropriate tools and strategies needed for prewriting.	Students sometimes select appropriate tools and strategies needed for prewriting.	Students rarely select appropriate tools and strategies needed for prewriting.
DRAFTING				
K.3.4. Write from left to right	Students always write from left to right.	Students consistently write from left to right.	Students sometimes write from left to right.	Students rarely write from left to right.
K.3.5. Use consonant sounds at beginnings and ends of words	Students use consonant sounds at the beginnings and ends of words with no errors.	Students use consonant sounds at beginnings and endings of words with no significant errors.	Students use consonant sounds at the beginnings and ends of words with a few significant or many minor errors.	Students use consonant sounds at the beginnings and ends of words with many significant errors.
K.3.6. Use some easy-to-hear vowels	Students use easy-to-hear vowels in writing with no errors.	Students use easy-to-hear vowels in writing with no significant errors.	Students use easy-to-hear vowels in writing with a few significant or many minor errors.	Students use easy-to-hear vowels in writing with many significant errors.
K.3.7. Use spaces to separate words	Students always use spaces to separate words.	Students consistently use spaces to separate words.	Students sometimes use spaces to separate words.	Students rarely use spaces to separate words.

Standard 3: Students engage in the writing process

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K.3.8. Incorporate developmentally appropriate vocabulary in writing	Students incorporate developmentally appropriate vocabulary in writing with no errors.	Students incorporate developmentally appropriate vocabulary in writing with no significant errors.	Students incorporate developmentally appropriate vocabulary in writing with a few significant or many minor errors.	Students incorporate developmentally appropriate vocabulary in writing with many significant errors.
K.3.9. Communicate meaning through drawing; e.g., setting, characters	Students' drawings represent all significant story elements with great detail.	Students' drawings represent all significant story elements.	Students' drawings represent some significant story elements.	Students represent very few story elements.
K.3.10. Match story with drawing				
K.3.11. Read their own writing	Students read their own writing with ease.	Students read their own writing with minimal difficulty.	Students read their own writing with difficulty.	Students read their own writing with great difficulty.
PUBLICATION/PRESENTATION				
K.3.12. Share published work with peers, teachers, and family members	Students share an extensive variety of published work with peers, teachers, and family members.	Students share a variety of published work with peers, teachers, and family members.	Students share some different published work with peers, teachers, and family members.	Students share a limited variety of published work with peers, teachers, and family members.

Standard 4: Students engage in the speaking and listening process

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VERBAL AND NONVERBAL COMMUNICATION				
K.4.1. Use developmentally appropriate speaking vocabulary, including words that describe people, places, things, locations, and actions	Students always use appropriate speaking vocabulary.	Students consistently use appropriate speaking vocabulary.	Students sometimes use appropriate speaking vocabulary.	Students rarely use appropriate speaking vocabulary.
K.4.2. Actively listen to the speaker	Students always actively listen to speakers.	Students consistently actively listen to speakers.	Students sometimes actively listen to speakers.	Students rarely actively listen to speakers.
K.4.3. Follow one and two step directions	Students follow one and two step directions with ease.	Students follow one and two step directions with minimal difficulty.	Students follow one and two step directions with difficulty.	Students rarely follow one and two step directions.
CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION				
K.4.4. Respond to peers in conversations	Students always respond to peers in conversation.	Students consistently respond to peers in conversation.	Students sometimes respond to peers in conversation.	Students rarely respond to peers in conversation.
K.4.5. Take turns speaking in conversations	Students always take turns speaking in conversation.	Students consistently take turns speaking in conversation.	Students sometimes take turns speaking in conversation.	Students rarely take turns speaking in conversation.
K.4.6. Formulate and respond appropriately to questions	Students formulate and respond to questions in an insightful manner.	Students consistently formulate and respond appropriately to questions.	Students sometimes formulate and respond appropriately to questions.	Students rarely formulate and respond appropriately to questions.

Standard 5: Students understand media

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Kindergarten				
MEDIA GENRES				
K.5.1. Identify existing and developing media; i.e., books, newspapers, television, and computer programs	Students identify an extensive variety of media genres.	Students identify a variety of media genres.	Students identify some media genres.	Students identify very few media genres.

Standard 6: Students understand and use principles of language

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Kindergarten				
LANGUAGE CONVENTIONS/MECHANICS				
K.6.1. Use sentences to convey a message	Students add meaningful details to complete sentences to convey a message.	Students consistently use complete sentences and add some details to convey a message.	Students sometimes use complete sentences to convey a message.	Students rarely use complete sentences to convey a message.
K.6.2. Use conventions of punctuation, i.e., period	Students use developmentally-appropriate conventions of punctuation, with few if any errors.	Students use developmentally-appropriate conventions of punctuation, with no significant errors.	Students use developmentally-appropriate conventions of punctuation, with a few significant errors.	Students use developmentally-appropriate conventions of punctuation, with many significant errors.
K.6.3. Use pre-phonemic knowledge, letter sounds, knowledge of letter names, and commonly used words to spell independently	Students use developmentally-appropriate principles of spelling with few if any errors.	Students use developmentally-appropriate principles of spelling with no significant errors.	Students use developmentally-appropriate principles of spelling with a few errors.	Students use developmentally-appropriate principles of spelling with many errors.