

# North Dakota English Language Arts Content and Achievement Standards

## Standard 5

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](http://www.dpi.state.nd.us)



### Standard 5: Students understand media

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Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Kindergarten</b>				
<b>MEDIA GENRES</b>				
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.
<b>Grade 1</b>				
<b>MEDIA GENRES</b>				
1.5.1. Identify existing and developing media; i.e., radio, film, and electronic sources	Students identify an extensive variety of media genres.	Students identify a variety of media genres.	Students identify some media genres.	Students identify few media genres.
<b>Grade 2</b>				
2.5.1. Identify existing and developing media	Students identify an extensive variety of existing and developing media.	Students identify a variety of different existing and developing media.	Students identify some existing and developing media.	Students identify few existing and developing media.
2.5.2. Use appropriate media genres for a variety of reading and writing purposes	Students use an extensive variety of media genres for reading and writing purposes.	Students use a variety of media genres for reading and writing purposes.	Students use some media genres for reading and writing purposes.	Students use few media genres for reading and writing purposes.
2.5.3. Recognize the purposes of common types of media; e.g., books, magazines, newspapers, television, electronic sources	Students recognize the purposes of an extensive variety of media.	Students recognize the purposes of a variety of media.	Students recognize the purposes of some types of media.	Students recognize the purposes of few types of media.
<b>INTERPRETING MEDIA</b>				

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<p>2.5.4. Analyze the main idea and supporting details of a media message such as an advertisement</p> <p>2.5.5. Describe the main characters, the setting, and the sequence of events in media content</p>	Students show a sophisticated understanding of the relationship between a media message and the content, characters, setting, and events portrayed.	Students recognize the significant aspects of the relationship between a media message and the content, characters, setting, and events portrayed.	Students recognize some significant aspects of the relationship between a media message and the content, characters, setting, and events portrayed.	Students recognize few significant aspects of the relationship between a media message and the content, characters, setting, and events portrayed.
<b>Grade 3</b>				
<b>MEDIA GENRES</b>				
3.5.1. Recognize existing and developing media	Students thoroughly identify all the significant characteristics of common and less common types of existing and developing media.	Students identify all the significant characteristics of common types of existing and developing media.	Students identify some significant characteristics of common types of existing and developing media.	Students identify few significant characteristics of common types of existing and developing media.
3.5.2. Recognize characteristics of common types of media; e.g., books, magazines, newspapers, cartoons, radio, television, films, electronic sources				
<b>USING MEDIA FOR A PURPOSE</b>				
3.5.3. Construct different samples of media genres to inform and entertain an audience; i.e., posters, newsletters, brochures	Students construct samples of an extensive variety of different media genres.	Students construct samples of a variety of different media genres.	Students construct samples of some diverse media genres.	Students construct samples of few media genres.
3.5.4. Evaluate media products of peers and self using a rubric	Students evaluate media products using a rubric making few if any errors.	Students evaluate media products using a rubric making no significant errors.	Students evaluate media products using a rubric making a few significant or many minor errors.	Students evaluate media products using a rubric making many significant errors.

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<p><b>INTERPRETING MEDIA</b></p> <p>3.5.5. Describe elements in media to establish meaning; i.e., main ideas, supporting details, fact and opinion</p>	<p>Students identify all the significant factors in a media text that establish meaning and shades of meaning.</p>	<p>Students identify the significant factors in a media text that establish meaning.</p>	<p>Students identify some significant factors in a media text that establish meaning.</p>	<p>Students identify few significant factors in a media text that establish meaning.</p>
<p><b>Grade 4</b></p>				
<p><b>MEDIA GENRES</b></p> <p>4.5.1. Recognize existing and developing media</p> <p>4.5.2. Describe characteristics of common types of media; e.g., books, magazines, newspapers, cartoons, radio, television, films, electronic sources</p>	<p>Students identify all the significant characteristics of common and less common types of existing and developing media.</p>	<p>Students identify all the significant characteristics of common types of existing and developing media.</p>	<p>Students identify some significant characteristics of common types of existing and developing media.</p>	<p>Students identify few significant characteristics of common types of existing and developing media.</p>
<p><b>USING MEDIA FOR A PURPOSE</b></p> <p>4.5.3. Construct samples of different media genres to inform, entertain, advertise, or persuade an audience</p> <p>4.5.4. Evaluate media products produced by peers and self using a rubric</p>				
<p><b>INTERPRETING MEDIA</b></p> <p>4.5.5. Analyze media content for meaning; i.e., main idea, supporting details, fact and opinion, propaganda, and persuasion</p>	<p>Students analyze most significant elements of media content for meaning.</p>	<p>Students analyze significant elements of media content for meaning.</p>	<p>Students analyze some significant elements of media content for meaning.</p>	<p>Students analyze few significant elements of media content for meaning.</p>

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4.5.6. Describe media production techniques and formats; e.g., images and symbols, basic propaganda and persuasion, poster, slide show, billboards, brochures, and newsletters	Students describe an extensive variety of media production techniques.	Students describe a variety of media production techniques.	Students describe some diverse media production techniques.	Students describe few media production techniques.
<b>Grade 5</b>				
<b>MEDIA GENRES</b>				
5.5.1. Describe existing and developing media	Students describe an extensive variety of existing and developing media.	Students describe a variety of existing and developing media.	Students describe some diverse existing and developing media.	Students describe few existing and developing media.
5.5.2. Compare and contrast characteristics of common types of media; e.g., books, magazines, newspapers, cartoons, radio, television, films, electronic sources	Students compare and contrast characteristics of common media in creative ways.	Students compare and contrast characteristics of common media in substantive ways.	Students compare and contrast characteristics of common media in obvious ways.	Students have difficulty comparing and contrasting characteristics of common media.
<b>USING MEDIA FOR A PURPOSE</b>				
5.5.3. Produce samples of different media genres to inform, entertain, advertise, or persuade; i.e., memoir, factual, persuasive, poetry, narrative	Students produce samples of an extensive variety of different media genres.	Students produce samples of a variety of different media genres.	Students produce samples of some media genres.	Students produce samples of few different media genres.
<b>INTERPRETING MEDIA</b>				
5.5.4. Evaluate media content meaning; i.e., important details, supporting details, propaganda and persuasion, sequence/timelines	Students draw insightful conclusions about the meaning of media samples.	Students draw substantive conclusions about the meaning of media samples.	Students draw superficial conclusions about the meaning of media samples.	Students have difficulty drawing conclusions about the meaning of media samples.
5.5.5. Demonstrate media production techniques and formats; e.g., images and symbols, basic propaganda and persuasion, slide show, billboards, brochures, and newsletters	Students demonstrate an extensive variety of media production techniques.	Students demonstrate a variety of media production techniques.	Students demonstrate some media production techniques.	Students demonstrate few media production techniques.

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<b>Grade 6</b>				
<b>MEDIA GENRES</b>				
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.
<b>USING MEDIA FOR A PURPOSE</b>				
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.
<b>INTERPRETING MEDIA</b>				
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.

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<b>Grade 7</b>				
<b>MEDIA GENRES</b>				
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.
<b>USING MEDIA FOR A PURPOSE</b>				
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.
<b>INTERPRETING MEDIA</b>				
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.

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<b>Grade 8</b>				
<b>MEDIA GENRES</b>				
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.
<b>USING MEDIA FOR A PURPOSE</b>				
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.
<b>INTERPRETING MEDIA</b>				
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.
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.

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<b>Grade 9</b>				
<b>MEDIA GENRES</b>				
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.
<b>USING MEDIA FOR A PURPOSE</b>				
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.
<b>INTERPRETING MEDIA</b>				
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.
<b>Grade 10</b>				
<b>MEDIA GENRES</b>				
10.5.1. 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.

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<p><b>USING MEDIA FOR A PURPOSE</b></p> <p>10.5.2. Use media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes</p>	Students creatively 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.
<p><b>INTERPRETING MEDIA</b></p> <p>10.5.3. Evaluate the portrayal of ethnicity and lifestyles in media messages</p> <p>10.5.4. Analyze media messages</p>	<p>Students evaluate the portrayal of ethnicity and lifestyles in media messages.</p> <p>Students provide insightful analyses of media messages.</p>	<p>Students evaluate the portrayal of ethnicity and lifestyles in media messages.</p> <p>Students provide substantive analyses of media messages.</p>	<p>Students superficially evaluate the portrayal of ethnicity and lifestyles in media messages.</p> <p>Students provide superficial analyses of media messages.</p>	<p>Students have difficulty evaluating the portrayal of ethnicity and lifestyles in media messages.</p> <p>Students have difficulty analyzing media messages.</p>
<b>Grade 11</b>				
<p><b>MEDIA GENRES</b></p> <p>11.5.1. Identify existing and developing media</p>	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.
<p><b>USING MEDIA FOR A PURPOSE</b></p> <p>11.5.2. Apply media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes</p>	Students creatively and appropriately apply media for an extensive variety of purposes.	Students apply media for a variety of purposes.	Students apply media for some purposes.	Students apply media for very few purposes.

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<b>INTERPRETING MEDIA</b>				
11.5.3. Evaluate how coverage of the same events differs depending on the media type; i.e., radio, television, and newspaper report of the same product or situation	Students provide an insightful evaluation of how coverage of the same events differs depending on media type.	Students provide a substantive evaluation of how coverage of the same events differs depending on media type.	Students provide a superficial evaluation of how the coverage of the same events differs depending on media type.	Students have difficulty evaluating how coverage of the same events differs depending on media type.
11.5.4. Evaluate the accuracy of details in media messages	Students consistently and insightfully evaluate the accuracy of details in media messages.	Students consistently evaluate the accuracy of details in media messages.	Students sometimes evaluate the accuracy of details in media messages.	Students rarely evaluate the accuracy of details in media messages.
11.5.5. Evaluate the impact of media messages on daily life and politics	Students provide an insightful evaluation of the impact of media messages on daily life and politics.	Students provide a substantive evaluation of the impact of media messages on daily life and politics.	Students provide a superficial evaluation of the impact of media messages on daily life and politics.	Students have difficulty evaluating the impact of media messages on daily life and politics.
<b>Grade 12</b>				
<b>MEDIA GENRES</b>				
12.5.1. 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.
<b>USING MEDIA FOR A PURPOSE</b>				
12.5.2. Create a media project for a purpose	Students create a media project that effectively serves a sophisticated purpose.	Students create a media project that effectively serves a clear purpose.	Students create a media project that inadequately serves a purpose.	Students have difficulty creating a media project that serves a purpose.

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<p><b>INTERPRETING MEDIA</b></p> <p>12.5.3. Evaluate instances of gender equity and political correctness in media messages</p> <p>12.5.4. Evaluate media messages in their historical and/or cultural contexts and intended audience</p> <p>12.5.5. Examine advanced media techniques, e.g., music and sound, camera angles, lighting, and aesthetic effects</p>	<p>Students draw insightful conclusions when evaluating instances of gender equity and political correctness in media messages.</p> <p>Students insightfully evaluate media messages in their historical and/or cultural contexts with reference to their intended audiences.</p> <p>Students examine an extensive variety of advanced media techniques.</p>	<p>Students draw accurate conclusions when evaluating instances of gender equity and political correctness in media messages.</p> <p>Students adequately evaluate media messages in their historical and/or cultural contexts with reference to their intended audiences.</p> <p>Students examine a variety of advanced media techniques.</p>	<p>Students draw limited conclusions when evaluating instances of gender equity and political correctness in media messages.</p> <p>Students superficially evaluate media messages in their historical and/or cultural contexts with reference to their intended audiences.</p> <p>Students examine some advanced media techniques.</p>	<p>Students have difficulty recognizing instances of gender equity and political correctness in media messages.</p> <p>Students have difficulty evaluating media messages in their historical and/or cultural contexts with reference to their intended audiences.</p> <p>Students examine very few advanced media techniques.</p>