

The ability to communicate through reading, writing, speaking, and listening makes humans unique. These means of communication allow us to learn from the experiences of others through the messages they impart. As North Dakota students grow and learn, the messages they encounter enlighten and empower them to meet life’s challenges. The standards and benchmarks set forth in this document create a framework whereby educators will provide the atmosphere and opportunity for all students, regardless of gender, ethnicity, race, LEP status, socioeconomic status, or disability, to succeed in essential literacy learning. In creating literacy-rich conditions and opportunities, our students will be exposed to a variety of cultures, human experiences, and a common literary foundation.

Students must understand the power of language and how to use that power ethically and creatively in an increasingly complex world. Students will learn to explore and articulate ever-changing issues and ideas in a diverse culture. The purpose of this document is to provide our students the tools needed to become skilled writers, fluent readers, effective communicators, and thoughtful listeners. This document is a useful resource for educators in a standards-based educational system as they align their curricula and design instruction to meet students’ needs. As they play an integral part in helping students learn, parents, community members, and state and local policy-makers are encouraged to consult this document.

These standards were designed to inform, assist, and advise stakeholders in the educational development of our children. Stakeholders include: (1) teachers and students in all subjects and in all grades or special settings; (2) school and district curriculum planners, designers, or writers; (3) school administrators and board members at school sites and central office levels; (4) parents and community members. When planning instruction, teachers will refer to current grade-level benchmark expectations as well as previous and following grade level expectations.

In accordance with federal and state legislation, educators need clearly defined benchmark expectations for literacy learning at all grade levels. A writing team comprised of K-12 teachers and administrators from all regions of the state developed The North Dakota English Language Arts (NDELA) Content and Achievement Standards document. To ensure continuity and representation, team members incorporated features and language from the 2003 preparatory materials and the 1996 document which was aligned with national English Language Arts documents. In addition, team members consulted locally developed standards documents.

This document is organized around a core of fundamental English Language Arts standards for all students in the state of North Dakota. Benchmark expectations for each standard were written for every grade level, kindergarten through grade twelve. These expectations reflect what every student at the completion of each grade level should know and be able to do. This document is organized in the following way:

**Content Standard:** A broad description of what students should know and be able to do within a particular content discipline or subject.

**Subtopic:** A category within a content standard that aids in the organization of benchmark expectations and that may carry across grade levels.

**Benchmark Expectation:** A translation of a standard into what students should know and be able to do at developmentally appropriate levels, clearly specifying and itemizing the content of a standard at a specific grade level. When referenced, “i.e.” means “including these things,” and “e.g.” means “for example.”

**Achievement Standard:** Also known as a performance standard, a description of what a student knows and can do to demonstrate proficiency on a content standard. Descriptors for achievement are set at four levels including advanced, proficient, partially proficient, and novice.

**Qualifiers/ Quantifiers:** The qualifiers and quantifiers (effectively, frequently, etc.) used in this document change according to the benchmark and grade level. For example, “frequently” may mean advanced proficient at one grade level, but it may mean proficient at a higher grade level. Proficiency levels (Advanced Proficient, Proficient, Partially Proficient, Novice) at each benchmark need to be examined as a whole to understand the intent of the qualifiers/ quantifiers.

This document is intended to be an interdisciplinary tool for all parties involved in the literacy education of North Dakota’s children.

## Standard 1: Students engage in the research process

Standard 1: Students Engage in the Research Process				
BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>Grade 10</p> <p><b>RESEARCH PLANNING</b></p> <ul style="list-style-type: none"> <li>Form questions to focus research</li> </ul> <p><b>ACCESSING INFORMATION</b></p> <ul style="list-style-type: none"> <li>Know ways to effectively search electronic databases; e.g. defining key terms and using limiters to focus a search</li> </ul> <ul style="list-style-type: none"> <li>Gather reliable information to support a thesis</li> </ul> <p><b>EVALUATING RESEARCH INFORMATION</b></p> <ul style="list-style-type: none"> <li>Use relevant information</li> </ul>	<p>Students form thoughtful questions to focus research.</p> <p>Students thoroughly search electronic databases, defining key terms and using limiters to focus a search.</p> <p>Students effectively gather and critique reliable information to support a thesis.</p> <p>Students effectively use relevant information.</p>	<p>Students form effective questions to focus research.</p> <p>Students often know ways to effectively search electronic databases, defining key terms and using limiters to focus a search.</p> <p>Students effectively gather reliable information to support a thesis.</p> <p>Students demonstrate competent performance using relevant information.</p>	<p>Students form adequate questions to focus research.</p> <p>Students appropriately search electronic databases, defining key terms and occasionally use limiters to focus a search.</p> <p>Students adequately gather reliable information to support a thesis.</p> <p>Students inaccurately use relevant information.</p>	<p>Students form inadequate questions to focus research.</p> <p>Students know limited ways to search electronic databases, defining key terms but rarely use limiters to focus a search.</p> <p>Students make an incomplete attempt to gather reliable information to support a thesis.</p> <p>Students often fail to use relevant information.</p>

NORTH DAKOTA  
DRAFT—LANGUAGE ARTS STANDARDS AND BENCHMARKS FOR GRADES K-12—DRAFT

Standard 1: Students Engage in the Research Process				
BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>ORGANIZING AND PRESENTING RESEARCH INFORMATION</p> <ul style="list-style-type: none"> <li>• Organize information from a variety of sources into a unified whole</li>   <li>• Use a style sheet, such as MLA or APA, for citing primary and secondary sources</li>   <li>• Paraphrase information</li>   <li>• Use note cards</li>     <li>• Develop an outline</li>   <li>• Write a research paper</li>   <li>• Present research information; e.g., informative speech, PowerPoint presentation, video presentation</li> </ul>	<p>Students demonstrate a complete understanding of organizing information from a variety of sources into a unified whole.</p> <p>Students always use a style sheet for citing primary and secondary sources, paraphrase information, and use note cards.</p> <p>Students develop a thorough outline.</p> <p>Students write a research paper and present research information with inconsequential errors.</p>	<p>Students demonstrate a substantial understanding of organizing information from a variety of sources into a unified whole.</p> <p>Students effectively use a style sheet for citing primary and secondary sources, paraphrase information, and use note cards.</p> <p>Students correctly develop an outline.</p> <p>Students write a research paper and present research information with minor errors.</p>	<p>Students demonstrate a limited understanding of organizing information from a variety of sources into a unified whole.</p> <p>Students ineffectively use a style sheet for citing primary and secondary sources, paraphrase information, and use note cards.</p> <p>Students develop an outline that may be ineffective.</p> <p>Students write a research paper and present research information with moderate errors.</p>	<p>Students are unable to organize information from a variety of sources into a unified whole.</p> <p>Students fail to use a style sheet for citing primary and secondary sources, paraphrase information, and use note cards.</p> <p>Students develop an ineffective outline.</p> <p>Students write a research paper and present research information with substantial errors.</p>

## Standard 2: Students engage in the reading process

Standard 2: Students engage in the reading process				
BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>Grade 10</p> <p>LITERARY GENRES</p> <ul style="list-style-type: none"> <li>See previous grade level benchmarks and apply</li> </ul> <p>INFORMATIONAL GENRES</p> <ul style="list-style-type: none"> <li>Summarize information from nonfiction genres</li> </ul> <p>VOCABULARY</p> <ul style="list-style-type: none"> <li>See previous grade level benchmarks and apply</li> </ul> <p>READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS</p> <ul style="list-style-type: none"> <li>Identify techniques used in persuasive writing (i.e., deductive reasoning and use of fact and opinion)</li> </ul> <p>PURPOSES FOR READING</p> <ul style="list-style-type: none"> <li>Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.</li> </ul>	Students effectively use previous knowledge.			
	Students effectively summarize information from nonfiction genres and provide new insight.	Students effectively summarize information from nonfiction genres.	Students adequately summarize information from nonfiction genres.	Students summarize information from nonfiction genres overlooking important details.
	Students effectively use previous knowledge.			
	Students effectively identify and interpret techniques used in persuasive writing.	Students effectively identify techniques used in persuasive writing.	Students identify techniques used in persuasive writing with limited understanding.	Students rarely identify techniques used in persuasive writing.
	Students independently select and read substantive texts for a variety of purposes and intents.	Students regularly read assigned substantive texts for a variety of purposes and intents.	Students occasionally read substantive texts for a variety of purposes and intents.	Students rarely read substantive texts for a variety of purposes and intents.

NORTH DAKOTA  
DRAFT—LANGUAGE ARTS STANDARDS AND BENCHMARKS FOR GRADES K-12—DRAFT

Standard 2: Students engage in the reading process				
BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>LITERARY ELEMENTS AND TECHNIQUES</p> <ul style="list-style-type: none"> <li>• Identify author’s use of figurative language including allusion, imagery, and symbolism</li>   <li>• Analyze literary elements (i.e., character, setting, plot, stanza, act, scene, chapter, verse, article, fiction, nonfiction , point of view)</li>   <li>• Analyze author’s use of mood</li>   <li>• Apply universal themes to real life situations</li> </ul>	<p>Students usually identify author’s use of figurative language.</p> <p>They nearly always analyze literary elements and mood.</p> <p>Students insightfully apply universal themes to real life situations.</p>	<p>Students frequently identify author’s use of figurative language.</p> <p>They often analyze literary elements and mood.</p> <p>Students aptly apply universal themes to real life situations.</p>	<p>Students infrequently identify author’s use of figurative language.</p> <p>They rarely analyze literary elements and mood.</p> <p>Students ineffectively apply universal themes to real life situations.</p>	<p>Students identify author’s use of figurative language with substantial help.</p> <p>They almost never analyze literary elements and mood.</p> <p>Students unsuccessfully apply universal themes to real life situations.</p>

### Standard 3: Students engage in the writing process

Standard 3: Students engage in the writing process				
BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>Grade 10</p> <p><b>INFORMATIVE WRITING</b></p> <ul style="list-style-type: none"> <li>Write expository texts including research papers</li> </ul> <p><b>LITERARY/NARRATIVE WRITING</b></p> <ul style="list-style-type: none"> <li>See previous grade level expectations and apply</li> </ul> <p><b>PERSUASIVE WRITING</b></p> <ul style="list-style-type: none"> <li>Defend a personal opinion using facts as support</li> </ul>	Students write expository texts well.	Students write expository texts with insignificant errors.	Students write expository texts with some errors.	Students write expository texts with significant errors.
	Students effectively use previous knowledge.			
	Students demonstrate complexity of thought when defending a personal opinion using facts as support.	Students demonstrate competent performance when defending a personal opinion using facts as support.	Students defend a personal opinion but use limited facts as support.	Students defend a personal opinion but omit facts as support.

Standard 3: Students engage in the writing process				
BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>PREWRITING</p> <ul style="list-style-type: none"> <li>• Use prewriting techniques to generate ideas</li>   <li>• Organize the ideas and details of a composition according to purpose</li> </ul>	<p>Students provide new insight when using prewriting techniques to generate ideas.</p> <p>Students incorporate an appropriate pattern for organizing the ideas and details of a composition according to purpose.</p>	<p>Students independently use prewriting techniques to generate ideas.</p> <p>Students identify an appropriate pattern for organizing the ideas and details of a composition according to purpose.</p>	<p>Students use basic prewriting techniques to generate ideas.</p> <p>Students need assistance to identify an appropriate pattern for organizing the ideas and details of a composition according to purpose.</p>	<p>Students fail to use and incorporate prewriting techniques to generate ideas and appropriate patterns for organizing the ideas and details of a composition according to purpose.</p>
<p>DRAFTING</p> <ul style="list-style-type: none"> <li>• Incorporate grade-level appropriate vocabulary in writing</li> <li>• Organize and write compositions for school and peers</li> <li>• Use a variety of supporting details</li> </ul>	<p>Students demonstrate complexity of thought when incorporating vocabulary, using supporting details, organizing, and writing compositions for self and family.</p>	<p>Students accurately incorporate grade level appropriate vocabulary, use supporting details, organize, and write compositions for self and family.</p>	<p>Students attempt to use grade level appropriate vocabulary, use few supporting details in organizing and writing compositions for self and family.</p>	<p>Students fail to incorporate grade level appropriate vocabulary, use supporting details, organize, and write compositions for self and family.</p>

Standard 3: Students engage in the writing process									
BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR								
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">ADVANCED PROFICIENT</th> <th style="text-align: center;">PROFICIENT</th> <th style="text-align: center;">PARTIALLY PROFICIENT</th> <th style="text-align: center;">NOVICE</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>Students effectively and imaginatively use precise language appropriate to the format of the composition to describe people, places, and things.</p> <p>Students also correctly use a specific point of view in compositions.</p> <p>Students edit and revise compositions with consistent attention to content and point of view with few, if any errors.</p> </td> <td style="vertical-align: top;"> <p>Students effectively use precise language appropriate to the format of the composition to describe people, places, and things.</p> <p>Students also correctly use a specific point of view in compositions.</p> <p>Students edit and revise compositions with attention to content and consistent point of view with few errors.</p> </td> <td style="vertical-align: top;"> <p>Students use ineffective language in the format of the composition to describe people, places, and things.</p> <p>Students ineffectively use point of view in compositions.</p> <p>Students edit and revise compositions with attention to content and consistent point of view with some errors.</p> </td> <td style="vertical-align: top;"> <p>Students use vague language in the format of the composition to describe people, places, and things.</p> <p>Students use point of view inappropriately in compositions.</p> <p>Students edit and revise compositions with attention to content and consistent point of view with significant errors.</p> </td> </tr> </tbody> </table>	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE	<p>Students effectively and imaginatively use precise language appropriate to the format of the composition to describe people, places, and things.</p> <p>Students also correctly use a specific point of view in compositions.</p> <p>Students edit and revise compositions with consistent attention to content and point of view with few, if any errors.</p>	<p>Students effectively use precise language appropriate to the format of the composition to describe people, places, and things.</p> <p>Students also correctly use a specific point of view in compositions.</p> <p>Students edit and revise compositions with attention to content and consistent point of view with few errors.</p>	<p>Students use ineffective language in the format of the composition to describe people, places, and things.</p> <p>Students ineffectively use point of view in compositions.</p> <p>Students edit and revise compositions with attention to content and consistent point of view with some errors.</p>	<p>Students use vague language in the format of the composition to describe people, places, and things.</p> <p>Students use point of view inappropriately in compositions.</p> <p>Students edit and revise compositions with attention to content and consistent point of view with significant errors.</p>
ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE						
<p>Students effectively and imaginatively use precise language appropriate to the format of the composition to describe people, places, and things.</p> <p>Students also correctly use a specific point of view in compositions.</p> <p>Students edit and revise compositions with consistent attention to content and point of view with few, if any errors.</p>	<p>Students effectively use precise language appropriate to the format of the composition to describe people, places, and things.</p> <p>Students also correctly use a specific point of view in compositions.</p> <p>Students edit and revise compositions with attention to content and consistent point of view with few errors.</p>	<p>Students use ineffective language in the format of the composition to describe people, places, and things.</p> <p>Students ineffectively use point of view in compositions.</p> <p>Students edit and revise compositions with attention to content and consistent point of view with some errors.</p>	<p>Students use vague language in the format of the composition to describe people, places, and things.</p> <p>Students use point of view inappropriately in compositions.</p> <p>Students edit and revise compositions with attention to content and consistent point of view with significant errors.</p>						
<p>LITERARY ELEMENTS AND TECHNIQUES</p> <ul style="list-style-type: none"> <li>• Use language appropriate to the format of the composition</li> <li>• Use precise language to describe people, places, and things</li> <li>• Use a specific point of view in compositions</li> </ul> <p>REVISING AND EDITING</p> <ul style="list-style-type: none"> <li>• Edit and revise compositions with attention to content</li> <li>• Edit and revise compositions for consistent point of view</li> </ul>									

Standard 3: Students engage in the writing process				
BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<ul style="list-style-type: none"> <li>• Use knowledge of sentence structure and sentence construction to edit and revise text</li> <li>• Use sentence reduction techniques to revise and edit compositions</li> </ul>	<p>Students effectively demonstrate knowledge of sentence structure and sentence reduction techniques to revise and edit compositions.</p>	<p>Students demonstrate knowledge of sentence structure and sentence reduction techniques to revise and edit compositions.</p>	<p>Students ineffectively use knowledge of sentence structure and sentence reduction techniques to revise and edit compositions.</p>	<p>Students make an incomplete attempt use knowledge of sentence structure and sentence reduction techniques to revise and edit compositions.</p>
<p>PUBLISHING</p> <ul style="list-style-type: none"> <li>• See previous grade-level expectation and apply</li> </ul>	<p>Students effectively use previous knowledge.</p>			

## Standard 4: Students engage in the speaking and listening process

Standard 4: Students engage in the speaking and listening process				
BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>Grade 10</p> <p><b>PLANNING FOR AN AUDIENCE/PURPOSE</b></p> <ul style="list-style-type: none"> <li>Identify audience and tailor message to fit purpose</li> </ul> <p><b>VERBAL AND NONVERBAL COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>Use appropriate body language in oral presentations</li> </ul> <p><b>CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION</b></p> <ul style="list-style-type: none"> <li>Formulate questions in response to a verbal message</li> </ul>	<p>Students demonstrate mastery in identifying audience and tailoring messages to fit the purpose.</p> <p>Students frequently use appropriate body language that enhances oral presentations.</p> <p>Students effectively formulate insightful questions in response to a verbal message.</p>	<p>Students correctly identify audience and tailor message to fit purpose.</p> <p>Students frequently use appropriate body language in oral presentations.</p> <p>Students effectively formulate questions in response to a verbal message.</p>	<p>Students possess basic knowledge to identify audience and tailor message to fit purpose.</p> <p>Students sometimes use appropriate body language in oral presentations.</p> <p>Students formulate questions in response to a verbal message without demonstrating complete understanding.</p>	<p>Students incorrectly identify audience and tailor message to fit purpose.</p> <p>Students rarely use appropriate body language in oral presentations.</p> <p>Students ineffectively formulate questions in response to a verbal message.</p>

## Standard 5: Students understand media

Standard 5: Students understand media				
BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>Grade 10</p> <p><b>MEDIA GENRES</b></p> <ul style="list-style-type: none"> <li>Identify existing and developing media</li> </ul> <p><b>USING MEDIA FOR A PURPOSE</b></p> <ul style="list-style-type: none"> <li>Use media (e.g. television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes</li> </ul> <p><b>INTERPRETING MEDIA</b></p> <ul style="list-style-type: none"> <li>Evaluate the portrayal of ethnicity and lifestyles in media messages</li> </ul> <ul style="list-style-type: none"> <li>Analyze media messages</li> </ul>	<p>Students correctly identify existing and developing media.</p> <p>Students creatively access media for a variety of purposes.</p> <p>Students insightfully evaluate the portrayal of ethnicity and lifestyles in media messages.</p> <p>Students provide in depth analysis of media messages.</p>	<p>Students correctly identify existing and developing media.</p> <p>Students independently access media for a variety of purposes.</p> <p>Students effectively evaluate the portrayal of ethnicity and lifestyles in media messages.</p> <p>Students provide effective analysis of media messages.</p>	<p>Students identify some existing and developing media.</p> <p>Students access media for a variety of purposes with guidance.</p> <p>Students superficially evaluate the portrayal of ethnicity and lifestyles in media messages.</p> <p>Students provide cursory analysis of media messages.</p>	<p>Students identify few existing and developing media.</p> <p>Students require extensive help in accessing media for a variety of purposes.</p> <p>Students are unable to evaluate the portrayal of ethnicity and lifestyles in media messages.</p> <p>Students provide limited analysis of media messages with guidance.</p>

## Standard 6: Students understand and use principles of language

Standard 6: Students understand and use principles of language				
BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>Grade 10</p> <p><b>LANGUAGE CONVENTIONS/MECHANICS</b></p> <ul style="list-style-type: none"> <li>Use conventions of grammar related to sentence structure (i.e., sentence reduction, parallel structure, elliptical clauses, conjunctions, and clausal and phrasal patterns)</li> </ul> <p><b>LITERARY ELEMENTS AND TECHNIQUES</b></p> <ul style="list-style-type: none"> <li>Analyze figurative language (i.e., allusion, analogy, hyperbole, irony, personification, oxymoron, and paradox)</li> <li>Interpret the use of sound patterns in language (i.e., alliteration, assonance and consonance)</li> </ul> <p><b>LANGUAGE CONTEXT</b></p> <ul style="list-style-type: none"> <li>Critique cultural differences in language (e.g. colloquialisms, regional and ethnic dialects, and indigenous vocabulary)</li> <li>Critique gender perspectives in language (i.e., biased language)</li> </ul>	<p>Students use conventions of grammar related to sentence structure with few, if any, errors.</p> <p>Students insightfully analyze figurative language and competently interpret the use of sound patterns in language.</p> <p>Students insightfully critique how cultural differences are reflected in language.</p>	<p>Students use conventions of grammar related to sentence structure with minor errors.</p> <p>Students effectively analyze figurative language and competently interpret the use of sound patterns in language.</p> <p>Students demonstrate competent performance in critiquing how cultural differences are reflected in language.</p>	<p>Students use conventions of grammar related to sentence structure with frequent errors.</p> <p>Students partially analyze figurative language and interpret the use of sound patterns in language with limited understanding.</p> <p>Students critique how cultural differences are reflected in language with few errors.</p>	<p>Students use conventions of grammar related to sentence structure with significant errors.</p> <p>Students fail to analyze figurative language and have difficulty interpreting the use of sound patterns in language.</p> <p>Students fail to critique how cultural differences are reflected in language.</p>