

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

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BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>Grade 11</p> <p>RESEARCH PLANNING</p> <ul style="list-style-type: none"> Research topics independently using appropriate sources <p>ACCESSING INFORMATION</p> <ul style="list-style-type: none"> Evaluate and incorporate information from primary sources; e.g., interviews and surveys <p>EVALUATING RESEARCH INFORMATION</p> <ul style="list-style-type: none"> Evaluate reliability, validity, comprehensiveness, author’s bias, and author’s expertise Verify the quality, accuracy, and usefulness of information 	<p>Students research complex topics independently using appropriate sources.</p> <p>Students thoroughly evaluate and incorporate information from primary sources.</p> <p>Students show extensive knowledge in evaluating reliability, validity, comprehensiveness, author’s bias, and author’s expertise and verifying the quality, accuracy, and usefulness of information.</p>	<p>Students research topics independently using appropriate sources.</p> <p>Students effectively evaluate and incorporate information from primary sources.</p> <p>Students show substantial knowledge in evaluating reliability, validity, comprehensiveness, author’s bias, and author’s expertise and verifying the quality, accuracy, and usefulness of information.</p>	<p>Students research topics independently with a limited number of appropriate sources.</p> <p>Students evaluate and incorporate information from primary sources with limited understanding.</p> <p>Students show limited knowledge in evaluating reliability, validity, comprehensiveness, author’s bias, and author’s expertise and verifying the quality, accuracy, and usefulness of information.</p>	<p>Students research topics with help.</p> <p>Students ineffectively evaluate and incorporate information from primary sources.</p> <p>Students show minimal knowledge in evaluating reliability, validity, comprehensiveness, author’s bias, and author’s expertise and verifying the quality, accuracy, and usefulness of 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"> • Synthesize information in a logical sequence • Use quotations effectively • Evaluate the research process and develop strategies for improving it; e.g., correct use of research format, accuracy of research, organization of information and use of sources 	<p>Students consistently synthesize information in a logical sequence; use quotations effectively, evaluate the research process, and develop strategies for improving it.</p>	<p>Students frequently synthesize information in a logical sequence; use quotations effectively, evaluate the research process, and develop strategies for improving it.</p>	<p>Students occasionally synthesize information in a logical sequence; use quotations effectively, evaluate the research process, and develop strategies for improving it.</p>	<p>Students synthesize information in an illogical sequence; often use quotations ineffectively, evaluate the research process, but fail to develop strategies for improving it.</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><i>Grade 6</i></p> <p>LITERARY GENRES</p> <ul style="list-style-type: none"> • Identify characteristics of literary forms and genres including parody • Analyze religious writing, biographies, and political writings <p>INFORMATIONAL GENRES</p> <ul style="list-style-type: none"> • Analyze details, facts, and concept from nonfiction genres 	<p>Students identify and interpret parody.</p> <p>Students effectively analyze religious writing, biographies, and political writings</p> <p>Students fully analyze details, facts, and concepts from nonfiction genres.</p>	<p>Students accurately identify parody.</p> <p>Students competently analyze religious writing, biographies, and political writings</p> <p>Students competently analyze details, facts, and concepts from nonfiction genres.</p>	<p>Students identify parody inconsistently.</p> <p>Students analyze religious writing, biographies, and political writings with errors.</p> <p>Students analyze details, facts, and concepts from nonfiction genres with errors.</p>	<p>Students have a marginal understanding of parody.</p> <p>Students analyze religious writing, biographies, and political writings without demonstrating understanding.</p> <p>Students analyze details, facts, and concepts from nonfiction genres with significant inaccuracies.</p>

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Standard 2: Students engage in the reading process				
BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS</p> <ul style="list-style-type: none"> • Identify techniques used in persuasive writing including inductive reasoning and propaganda • Locate ambiguities in written texts • Apply prior knowledge 	<p>Students identify and explain techniques used in persuasive writing and locate ambiguities in written texts.</p> <p>They insightfully apply prior knowledge.</p>	<p>Students accurately identify techniques used in persuasive writing and locate ambiguities in written texts.</p> <p>They fully apply prior knowledge.</p>	<p>Students identify techniques used in persuasive writing and locate ambiguities in written texts with some errors.</p> <p>They sometimes apply prior knowledge.</p>	<p>Students have marginal knowledge of techniques used in persuasive writing and locate ambiguities in written texts.</p> <p>They apply prior knowledge in a general sense.</p>
<p>PURPOSES FOR READING</p> <ul style="list-style-type: none"> • Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc. 	<p>Students independently select and read substantive texts for a variety of purposes and intents.</p>	<p>Students regularly read substantive texts for a variety of purposes and intents.</p>	<p>Students occasionally read substantive texts for a variety of purposes and intents.</p>	<p>Students rarely read substantive texts for a variety of purposes and intents.</p>

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<p>LITERARY ELEMENTS AND TECHNIQUES</p> <ul style="list-style-type: none"> • Analyze author’s use of poetic license and dialogue • Evaluate literature based on social, cultural, and/or historical contexts 	<p>Students effectively analyze author’s use of poetic license and dialogue and evaluate literature based on social, cultural, and/or historical contexts.</p>	<p>Students competently analyze author’s use of poetic license and dialogue and evaluate literature based on social, cultural, and/or historical contexts.</p>	<p>Students adequately analyze author’s use of poetic license and dialogue and evaluate literature based on social, cultural, and/or historical contexts.</p>	<p>Students marginally analyze author’s use of poetic license and dialogue and evaluate literature based on social, cultural, and/or historical contexts.</p>
<p>VOCABULARY</p> <ul style="list-style-type: none"> • Use etymology to define words 	<p>Students automatically use etymology to define words.</p>	<p>Students correctly use etymology to define words.</p>	<p>Students use etymology to define words with limited understanding.</p>	<p>Students rarely use etymology to define words.</p>

Standard 3: Students engage in the writing process

Standard 3: Students engage in the writing process		PROFICIENCY DESCRIPTOR			
BENCHMARK EXPECTATION		ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>Grade 11</p> <p>INFORMATIVE WRITING</p> <ul style="list-style-type: none"> See previous grade-level expectation and apply <p>LITERARY/NARRATIVE WRITING</p> <ul style="list-style-type: none"> See previous grade-level expectation and apply 		Students effectively use previous knowledge.			
		Students effectively use previous knowledge.			
<p>PERSUASIVE WRITING</p> <ul style="list-style-type: none"> Gather information supporting multiple sides of an issue 		Students independently gather and critique information supporting multiple sides of an issue.	Students independently gather information supporting multiple sides of an issue.	Students gather information supporting multiple sides of an issue with some guidance.	Students gather information supporting multiple sides of an issue with significant guidance.
		Students easily identify an appropriate pattern for organizing the ideas and details of a composition according to purpose.	Students identify an appropriate pattern for organizing the ideas and details of a composition according to purpose.	With some guidance, the students identify an appropriate pattern for organizing the ideas and details of a composition according to purpose.	With substantial guidance, the students identify an appropriate pattern for organizing the ideas and details of a composition according to purpose.
<p>PREWRITING</p> <ul style="list-style-type: none"> Organize the ideas and details of a composition according to purpose 					

Standard 3: Students engage in the writing process		PROFICIENCY DESCRIPTOR			
BENCHMARK EXPECTATION		ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>DRAFTING</p> <ul style="list-style-type: none"> • Incorporate grade-level appropriate vocabulary in writing • Organize and write compositions for town, city, and state • Use a variety of supporting details 	<p>LITERARY ELEMENTS AND TECHNIQUES</p> <ul style="list-style-type: none"> • Use figurative language in writing 	<p>REVISING AND EDITING</p> <ul style="list-style-type: none"> • Edit and revise compositions for standard writing conventions and transitional devices 	<p>Students demonstrate complexity of thought when incorporating vocabulary, using supporting details, organizing, and writing compositions for town, city, and state.</p>	<p>Students show an exceptional level of depth when using figurative language in writing.</p>	<p>Students edit and revise compositions for the proper use of transitional devices with minor, if any, errors.</p>
		<p>Students accurately incorporate grade level appropriate vocabulary, use supporting details, organize, and write compositions for town, city, and state.</p>	<p>Students effectively and imaginatively use figurative language in writing.</p>	<p>Students adequately use figurative language in writing.</p>	<p>Students edit and revise compositions for the proper use of transitional devices with only minor errors.</p>
		<p>Students attempt to use grade level appropriate vocabulary, use few supporting details in organizing and writing compositions for town, city, and state.</p>	<p>Students edit and revise compositions for the proper use of transitional devices with some errors.</p>	<p>Students fail to use figurative language in writing.</p>	<p>Students edit and revise compositions for the proper use of transitional devices with significant errors.</p>
		<p>Students fail to attempt to use grade level appropriate vocabulary, use supporting details, organize, and write compositions for town, city, and state.</p>			

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Standard 3: Students engage in the writing process				
BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
PUBLISHING <ul style="list-style-type: none"> • Incorporate visual aids (e.g. graphs, tables, and pictures) into written work to enhance meaning 	Students effectively and creatively incorporate visual aids to enhance meaning.	Students effectively incorporate visual aids to enhance meaning.	Students incorporate visual aids but fail enhance meaning.	Students ineffectively incorporate visual aids.

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 11</p> <p>PLANNING FOR AN AUDIENCE/PURPOSE</p> <ul style="list-style-type: none"> Identify Audience and tailor message to fit purpose <p>VERBAL AND NONVERBAL COMMUNICATION</p> <ul style="list-style-type: none"> See previous grade level expectations and apply <p>CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION</p> <ul style="list-style-type: none"> Adapt to a variety of speaking and listening situations such as formal presentations, oral interpretations, and group discussions 	<p>Students demonstrate mastery in identifying audience and tailoring messages to fit the purpose.</p>	<p>Students correctly identify audience and tailor message to fit purpose.</p>	<p>Students possess basic knowledge to identify audience and tailor message to fit purpose.</p>	<p>Students incorrectly identify audience and tailor message to fit purpose.</p>
	Students effectively apply previous expectations.			
	<p>Students adapt to a variety of speaking and listening situations with comprehensive understanding.</p>	<p>Students adapt to a variety of speaking and listening situations with competent performance.</p>	<p>Students adapt to a variety of speaking and listening situations with limited understanding.</p>	<p>Students fail to adapt to a variety of speaking and listening situations.</p>

Standard 5: Students understand media

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BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>Grade 11</p> <p>MEDIA GENRES</p> <ul style="list-style-type: none"> Identify existing and developing media <p>USING MEDIA FOR A PURPOSE</p> <ul style="list-style-type: none"> Incorporate media (e.g. television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes <p>INTERPRETING MEDIA</p> <ul style="list-style-type: none"> 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) Evaluate the accuracy of details in media messages Evaluate the impact of media messages on daily life and politics 	<p>Students correctly identify existing and developing media.</p> <p>Students creatively and appropriately apply media for a variety of purposes.</p> <p>Students demonstrate extensive knowledge when evaluating how coverage of the same events differs depending on media type, the accuracy of details in media messages, and the impact of media messages on daily life and politics.</p>	<p>Students correctly identify existing and developing media.</p> <p>Students effectively apply media for a variety of purposes.</p> <p>Students demonstrate competent performance when evaluating how coverage of the same events differs depending on media type, the accuracy of details in media messages, and the impact of media messages on daily life and politics.</p>	<p>Students identify some existing and developing media.</p> <p>Students occasionally apply media for a variety of purposes.</p> <p>Students demonstrate limited competence when evaluating how coverage of the same events differs depending on media type, the accuracy of details in media messages, and the impact of media messages on daily life and politics.</p>	<p>Students identify few existing and developing media.</p> <p>Students ineffectively apply media for a variety of purposes.</p> <p>Students need guidance when evaluating how coverage of the same events differs depending on media type, the accuracy of details in media messages, and the impact of media messages on daily life and politics.</p>

Standard 6: Students understand and use principles of language

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BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>Grade 11</p> <p>LANGUAGE CONVENTIONS/MECHANICS</p> <ul style="list-style-type: none"> Use conventions of grammar, usage, and punctuation to edit and revise <p>LITERARY ELEMENTS AND TECHNIQUES</p> <ul style="list-style-type: none"> Apply the use of sound patterns in language (i.e., alliteration, assonance, and consonance) <ul style="list-style-type: none"> Recognize the use of language in different literary forms (i.e., satire and parody) 	<p>Students use conventions of grammar, usage, and punctuation to edit and revise 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 accurately identify the use of language in different literary forms.</p>	<p>Students use conventions of grammar, usage, and punctuation to edit and revise with only minor errors.</p> <p>Students effectively analyze figurative language and competently interpret the use of sound patterns in language.</p> <p>Students identify the use of language in different literary forms with few errors.</p>	<p>Students use conventions of grammar, usage, and punctuation to edit and revise with noticeable errors.</p> <p>Students partially analyze figurative language and interpret the use of sound patterns in language with limited understanding.</p> <p>Students identify the use of language in different literary forms with significant errors.</p>	<p>Students use conventions of grammar, usage, and punctuation to edit and revise 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 identify the use of language in different literary forms.</p>

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Standard 6: Students understand and use principles of language				
BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
LANGUAGE CONTEXT <ul style="list-style-type: none"> • Recognize charged language 	Students accurately identify emotionally charged language.	Students accurately identify charged language.	Students accurately identify charged language with some guidance.	Students identify charged language with significant guidance.