

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 2</p> <p>PLANNING RESEARCH</p> <ul style="list-style-type: none"> • Choose a topic of study • List questions related to a topic of study <p>ACCESSING INFORMATION</p> <ul style="list-style-type: none"> • Use a variety of reference tools to access information <p>ORGANIZING AND PRESENTING INFORMATION</p> <ul style="list-style-type: none"> • Report on a topic orally or in written form 	<p>Students are highly effective in choosing a topic of study and formulate questions related to that topic.</p> <p>Students automatically use a variety of references tools to access information.</p> <p>Students extensively report on a topic orally or in written form.</p>	<p>Students effectively choose a topic of study and formulate questions related to that topic.</p> <p>Students effectively use a variety of references tools to access information.</p> <p>Students effectively report on a topic orally or in written form.</p>	<p>Students typically choose a topic of study and formulate questions related to that topic.</p> <p>Students occasionally use a variety of references tools to access information.</p> <p>Students are moderately effective when reporting on a topic orally or in written form.</p>	<p>Students show minimal ability in choosing a topic of study and formulate questions related to that topic.</p> <p>Students rarely use a variety of references tools to access information.</p> <p>Students show minimal ability in reporting on a topic orally or in written form.</p>

Standard 2: Students engage in the reading process

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BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>Grade 2</p> <p>LITERARY/INFORMATIONAL GENRES</p> <ul style="list-style-type: none"> • Read a variety of genres; i.e., fiction including realistic, fantasy, folktales, and nonfiction including informational, biographies, and autobiographies) • Describe the elements of a fiction text; i.e., setting, characters, events, problem, and resolution/solution) • Describe the features of a non-fiction text; i.e., table of contents, index, topic headings, bold-faced words, glossary) <p>PHONICS/WORD RECOGNITION</p> <ul style="list-style-type: none"> • Apply knowledge of letter/sound relationship when reading • Use knowledge of phonics to decode words 	<p>Students extensively read a variety of genres and are able to give a complete description of the elements of a fiction text and thoroughly describe the features of a non-fiction text.</p> <p>Students fluently apply knowledge of phonics to decode words when reading.</p>	<p>Students regularly read a variety of genres and are able to give a complete description of the elements of a fiction text and effectively describe the features of a non-fiction text.</p> <p>Students quickly and effectively apply knowledge of phonics to decode words when reading.</p>	<p>Students occasionally read a variety of genres and are able to give a complete description of the elements of a fiction text and partially describe the features of a non-fiction text.</p> <p>Students marginally apply knowledge of phonics to decode words when reading.</p>	<p>Students rarely read a variety of genres and are able to give a complete description of the elements of a fiction text and minimally describe the features of a non-fiction text.</p> <p>Students ineffectively apply knowledge of phonics to decode words when reading.</p>

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>COMPREHENSION/READING STRATEGIES FOR MEANING</p> <ul style="list-style-type: none"> • Make and confirm/disconfirm predictions about what will happen in longer stories with increasingly complex plots • Recall/retell details/events in sequence • Relate text-to-self, text-to-text and text-to-world connections • Use strategies to monitor comprehension e.g. reread, read on, check the picture, think about the story to determine what would make sense and sound right, • Use strategies to improve comprehension e.g. summarize, fact and opinion, compare and contrast, inferences, drawing conclusions, questioning, clarify 	<p>Students demonstrate a substantial understanding of making reasonable predictions in longer texts.</p> <p>Students extensively recall/retell events in sequence.</p> <p>Students extensively relate text to self, text to text and text to world connections.</p> <p>Students thoroughly demonstrate competent performance of strategy use to improve and monitor comprehension.</p>	<p>Students demonstrate a full understanding of making reasonable predictions in longer texts.</p> <p>Students consistently and accurately recall/retell events in sequence.</p> <p>Students effectively and frequently relate text to self, text to text and text to world connections.</p> <p>Students regularly demonstrate competent performance of strategy use to improve and monitor comprehension.</p>	<p>Students demonstrate a partial understanding of making reasonable predictions in longer texts.</p> <p>Students partially recall/retell events in sequence.</p> <p>Students occasionally relate text to self, text to text and text to world connections.</p> <p>Students occasionally demonstrate competent performance of strategy use to improve and monitor comprehension.</p>	<p>Students demonstrate a minimal understanding of making reasonable predictions in longer texts.</p> <p>Students minimally recall/retell events in sequence.</p> <p>Students rarely relate text to self, text to text and text to world connections.</p> <p>Students rarely demonstrate competent performance of strategy use to monitor comprehension.</p>

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

Standard 2: Students engage in the reading process				
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	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<ul style="list-style-type: none"> • Locate the main idea and identify supporting details of a text • Use meaning, syntax and phonics clues to decode new words when reading • Read a variety of vocabulary embedded in authentic text • Demonstrate fluency, reading in meaningful phrases: clear, at an appropriate rate, with expression and accuracy 	<p>Students precisely identify the main idea and supporting details of a text.</p> <p>Students are highly effective in using meaning, syntax and phonics knowledge to decode new words when reading.</p> <p>Students nearly always read a variety of vocabulary embedded in authentic text as well as demonstrate fluent reading behaviors.</p>	<p>Students effectively identify the main idea and supporting details of a text.</p> <p>Students effectively use meaning, syntax and phonics knowledge to decode new words when reading.</p> <p>Students routinely read a variety of vocabulary embedded in authentic text as well as demonstrate fluent reading behaviors.</p>	<p>Students occasionally identify the main idea and supporting details of a text.</p> <p>Students sometimes use meaning, syntax and phonics knowledge to decode new words when reading.</p> <p>Students occasionally read a variety of vocabulary embedded in authentic text as well as demonstrate fluent reading behaviors.</p>	<p>Students ineffectively identify the main idea and supporting details of a text.</p> <p>Students minimally use meaning, syntax and phonics knowledge to decode new words when reading.</p> <p>Students rarely read a variety of vocabulary embedded in authentic text as well as demonstrate fluent reading behaviors.</p>

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

Standard 2: Students engage in the reading process				
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	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
PURPOSES FOR READING <ul style="list-style-type: none"> • Use reading to be informed, persuaded and entertained 	Students demonstrate an extensive understanding that they read to be informed, entertained, and persuaded.	Students demonstrate a substantial understanding that they read to be informed, entertained, and persuaded.	Students demonstrate a general understanding that they read to be informed, entertained, and persuaded.	Students demonstrate a minimal understanding that they read to be informed, entertained, and persuaded.

Standard 3: Students engage in the writing process

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BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>Grade 2</p> <p>PREWRITING</p> <ul style="list-style-type: none"> • Select a purpose for writing; i.e., inform, entertain, or persuade) • Gather and organize ideas drawn from a variety of sources; e.g., prior knowledge, classroom/library references • Select a plan to organize thoughts before writing; e.g., webbing, listing, other grade appropriate graphic organizers • Use a specific genre to match the purpose; i.e., personal expository, narrative, informational, journal writing 	<p>Students always select a purpose and plan for writing.</p> <p>Students thoroughly demonstrate the ability to gather and organize ideas in the prewriting process.</p> <p>They nearly always write choosing the specific genre that matches the purpose for writing.</p>	<p>Students nearly always select a purpose and plan for writing.</p> <p>Students effectively demonstrate the ability to gather and organize ideas in the prewriting process.</p> <p>They frequently write choosing the specific genre that matches the purpose for writing.</p>	<p>Students generally select a purpose and plan for writing.</p> <p>Students marginally demonstrate the ability to gather and organize ideas in the prewriting process.</p> <p>They occasionally write choosing the specific genre that matches the purpose for writing.</p>	<p>Students demonstrate minimal ability to select a purpose and plan for writing.</p> <p>Students minimally demonstrate the ability to gather and organize ideas in the prewriting process.</p> <p>They rarely write choosing the specific genre that matches the purpose for writing.</p>

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

Standard 3: Students engage in the writing process				
BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>DRAFTING</p> <ul style="list-style-type: none"> • Spell many words conventionally • Incorporate vocabulary in writing • Work on writing over several days to produce longer, more complex texts containing at least 3 paragraphs • Identify and include the characteristics of different genres; i.e., personal narrative, expository, informational, journal writing, letter writing <p>REVISING</p> <ul style="list-style-type: none"> • Check written work for meaning and syntax • Analyze written work for ideas, word choice, and organization 	<p>Students are highly effective at writing texts containing at least three paragraphs, using conventional spelling and appropriate vocabulary.</p> <p>Their writing incorporates specific characteristics of the different genre forms.</p> <p>Students nearly always check for meaning and syntax and revise written work, monitor for ideas, word choice and organization.</p>	<p>Students effectively write texts containing at least three paragraphs, using conventional spelling and appropriate vocabulary.</p> <p>Their writing incorporates specific characteristics of the different genre forms.</p> <p>Students routinely check for meaning and syntax and revise written work, monitor for ideas, word choice and organization.</p>	<p>Students generally write texts containing at least three paragraphs, using conventional spelling and appropriate vocabulary.</p> <p>Their writing incorporates specific characteristics of the different genre forms.</p> <p>Students occasionally check for meaning and syntax and revise written work, monitor for ideas, word choice and organization.</p>	<p>Students are minimally effective at writing texts containing at least three paragraphs, using conventional spelling and appropriate vocabulary.</p> <p>Their writing incorporates specific characteristics of the different genre forms.</p> <p>Students rarely check for meaning and syntax and revise written work, monitor for ideas, word choice and organization.</p>

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

Standard 3: Students engage in the writing process				
BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>EDITING</p> <ul style="list-style-type: none"> Use proofreading marks to edit written work for conventions; i.e., punctuation, spelling, capitalization Select grade appropriate tools for writing; i.e., dictionary, thesaurus, word wall, classroom/library texts 	<p>Students nearly always use proof reading marks to edit written work and select the appropriate tools for editing.</p>	<p>Students consistently use proof reading marks to edit written work and select the appropriate tools for editing.</p>	<p>Students occasionally use proof reading marks to edit written work and select the appropriate tools for editing.</p>	<p>Students rarely use proof reading marks to edit written work and select the appropriate tools for editing.</p>
<p>FINAL DRAFT</p> <ul style="list-style-type: none"> Compose written text that demonstrates understanding of purpose and audience 	<p>Students competently compose written texts that demonstrate an understanding of purpose and audience.</p>	<p>Students effectively compose written texts that demonstrate an understanding of purpose and audience.</p>	<p>Students occasionally compose written texts that demonstrate an understanding of purpose and audience.</p>	<p>Students rarely compose written texts that demonstrate an understanding of purpose and audience.</p>
<p>PUBLICATION/PRESENTATION</p> <ul style="list-style-type: none"> Evaluate writing process/product using a variety of assessment tools; e.g., checklist, rubric 	<p>Students logically evaluate the writing process and product using a variety of assessment tools.</p>	<p>Students systematically evaluate the writing process and product using a variety of assessment tools.</p>	<p>Students generally evaluate the writing process and product using a variety of assessment tools.</p>	<p>Students seldom evaluate the writing process and product using a variety of assessment tools.</p>
<ul style="list-style-type: none"> Share final copy with peers, teachers, and/or family members 	<p>Students are highly effective present written work to others.</p>	<p>Students effectively present written work to others.</p>	<p>Students are moderately effective at presenting written work to others.</p>	<p>Students ineffectively present written work to others.</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 2</p> <p>VERBAL AND NONVERBAL COMMUNICATION</p> <ul style="list-style-type: none"> • Use grade-appropriate speaking vocabulary • Actively listen to the speaker • Follow multiple step directions <p>CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION</p> <ul style="list-style-type: none"> • Take turns speaking in conversation • Stay on topic while speaking • Participate as an active listener and speaker in any group discussions 	<p>Students are highly effective in using appropriate speaking vocabulary, actively listening to speakers, and following directions.</p> <p>In conversation and group discussions, students nearly always take turns and stay on topic while speaking and listening.</p>	<p>Students correctly use appropriate speaking vocabulary, actively listening to speakers, and following directions.</p> <p>In conversation and group discussions, students frequently take turns and stay on topic while speaking and listening.</p>	<p>Students are moderately effective in using appropriate speaking vocabulary, actively listening to speakers, and following directions.</p> <p>In conversation and group discussions, students sometimes take turns and stay on topic while speaking and listening.</p>	<p>Students are ineffective in using appropriate speaking vocabulary, actively listening to speakers, and following directions.</p> <p>In conversation and group discussions, students rarely take turns and stay on topic while speaking and listening.</p>

Standard 5: Students understand media

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BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>Grade 2</p> <p>MEDIA GENRES</p> <ul style="list-style-type: none"> • Identify existing and developing media • Use appropriate media genres for a variety of reading and writing purposes • Recognize the purposes of common types of media (e.g. books, magazines, newspapers, television, electronic sources) • Create/construct different samples of media genres <p>INTERPRETING MEDIA</p> <ul style="list-style-type: none"> • Analyze the main idea and supporting details of a media message such as an advertisement • Describe the main characters, the setting, and the sequence of events in media content 	<p>Students are highly effective in identifying and using appropriate media genres for reading and writing.</p> <p>Students inventively create/construct different media genres.</p> <p>Students logically analyze the main idea and supporting details of a media message and describe the elements of media content.</p>	<p>Students correctly identify and use appropriate media genres for reading and writing.</p> <p>Students imaginatively create/construct different media genres.</p> <p>Students effectively analyze the main idea and supporting details of a media message and describe the elements of media content.</p>	<p>Students are moderately effective in identifying and using appropriate media genres for reading and writing.</p> <p>Students typically create/construct different media genres.</p> <p>Students are moderately effective at analyzing the main idea and supporting details of a media message and describing the elements of media content.</p>	<p>Students are minimally effective in identifying and using appropriate media genres for reading and writing.</p> <p>Students imitate to/construct different media genres.</p> <p>Students ineffectively analyze the main idea and supporting details of a media message and describe the elements of media content.</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 2</p> <p>LANGUAGE CONVENTIONS/MECHANICS</p> <ul style="list-style-type: none"> • Use sentences to convey a message • Use grade-appropriate parts of speech; i.e., proper and common nouns, pronouns, verbs, adjectives, adverbs • Recognize the subject and predicate of a sentence • Use grade-appropriate capitalization; i.e., proper nouns, beginning of sentences, titles • Use grade-appropriate conventions of punctuation; i.e., period, question mark, exclamation marks, commas, quotation marks • Use principles of spelling 	<p>Students are highly effective at demonstrating the principles of language through parts of speech, capitalization, punctuation, and spelling in conveying messages.</p> <p>Students always recognize subject and predicate in a sentence.</p>	<p>Students frequently demonstrate principles of language through parts of speech, capitalization, punctuation, and spelling in conveying messages.</p> <p>Students frequently recognize subject and predicate.</p>	<p>Students occasionally demonstrate principles of language through parts of speech, capitalization, punctuation, and spelling in conveying messages.</p> <p>Students occasionally recognize subject and predicate.</p>	<p>Students rarely demonstrate principles of language through parts of speech, capitalization, punctuation, and spelling in conveying messages.</p> <p>Students rarely recognize subject and predicate.</p>