

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 5</p> <p>PLANNING RESEARCH</p> <ul style="list-style-type: none"> • Identify issues or topics of interest • Plan and use a research strategy <p>ACCESSING INFORMATION</p> <ul style="list-style-type: none"> • Select relevant resource materials to access information; e.g., dictionaries, encyclopedias, newspapers, magazines, videos, interviews, cassette recordings, electronic databases, internet, and other reference books <p>EVALUATING RESEARCH INFORMATION</p> <ul style="list-style-type: none"> • Determine accuracy and relevance of information (e.g., factual vs. fictional text) related to a selected research topic or project 	<p>Students identify specific issues or topics of interest in depth and consistently use a variety of research strategies.</p> <p>Students demonstrate a unique perspective by selecting resource materials to access information.</p> <p>Students almost always recognize accuracy and relevance of information related to a selected research topic or issue.</p>	<p>Students accurately identify specific issues or topics of interest and routinely use a research strategy.</p> <p>Students often select relevant resource materials to access information.</p> <p>Students frequently recognize accuracy and relevance of information related to a selected research topic or issue.</p>	<p>Students identify issues or topics of interest and occasionally use a research strategy.</p> <p>Students sometimes select relevant resource materials to access information.</p> <p>Students occasionally recognize accuracy and relevance of information related to a selected research topic or issue.</p>	<p>Students identify a topic of interest and recognize the need to use a research strategy.</p> <p>Students select resource materials to access information that is not always related to the topic or issue.</p> <p>Students seldom recognize the relevance and accuracy of information related to a selected topic or issue.</p>

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Standard 1: Students Engage in the Research Process				
BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>ORGANIZING RESEARCH INFORMATION</p> <ul style="list-style-type: none"> • Use note-taking strategies that would include paraphrasing, summarizing, and identifying main concepts in information sources • Create charts, outlines, and graphs to organize and record information <p>PRESENTATION AND EVALUATION</p> <ul style="list-style-type: none"> • Assess research process • Evaluate a research product using a rubric 	<p>Students consistently use effective note-taking strategies to organize and present information, demonstrating a deep understanding of a topic or issue.</p>	<p>Students often use effective note-taking strategies to adequately organize and present information.</p>	<p>Students use effective note-taking and organizational strategies to present information.</p>	<p>Students use ineffective note-taking and organizational strategies to present information.</p>

Standard 2: Students engage in the reading process

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BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
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<p>Grade 5</p> <p>LITERARY/INFORMATIONAL GENRES AND ELEMENTS</p> <ul style="list-style-type: none"> • Read a variety of texts; i.e., fiction, nonfiction, multi-cultural • Analyze the elements of a fiction text; i.e., setting, characters, events, problems, resolution/solution, universal themes • Analyze characteristics of non-fiction text; i.e., headings, subheadings, captions, graphics, tables, conventions of print • Compare and contrast characteristics of a variety of fiction genres; i.e., short stories, mysteries, poetry, drama, legends, novels, historical fiction, science fiction, myths, plays, fables • Compare and contrast characteristics of a variety of nonfiction genres; i.e., biography, autobiography, memoir, informational articles, narratives, editorials, essays, speeches, charts, maps, timelines, tables, graphs <p>WORD RECOGNITION/VOCABULARY</p> <ul style="list-style-type: none"> • Use word recognition strategies to determine the meaning of unfamiliar words and make sense of text i.e., synonyms/antonyms, homonyms, word origins, prefixes/suffixes, words with multiple meanings, context clues, word reference aids – dictionary, glossary, thesaurus, encyclopedia 	<p>Students actively seek a variety of text increasing in difficulty to read and accurately analyze the story elements and characteristics of those texts.</p> <p>Students consistently show evidence of connecting characteristics of genres by comparing and contrasting texts.</p> <p>Students determine meaning by automatically using a variety of word learning strategies.</p>	<p>Students read a variety of text with increasing difficulty and correctly analyze the story elements and characteristics of those texts.</p> <p>Students show evidence of connecting characteristics of genres by comparing and contrasting texts.</p> <p>Students effectively use word learning strategies to determine meaning with increasing accuracy.</p>	<p>Students occasionally read a variety of text with increasing difficulty and analyze story elements and characteristics with some success.</p> <p>Students sometimes show evidence of connecting characteristics of genres by comparing and contrasting texts.</p> <p>Students use limited word learning strategies to determine meaning with some success.</p>	<p>Students seldom read a variety of text with increasing difficulty and incorrectly analyze most story elements and characteristics.</p> <p>Students do not show evidence of connecting characteristics of genres by comparing and contrasting texts.</p> <p>Students seldom use word learning strategies to determine meaning with very little success.</p>

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Standard 2: Students engage in the reading process				
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<p>READING STRATEGIES FOR MEANING</p> <ul style="list-style-type: none"> • Select a variety of text comprehension strategies to improve and monitor understanding (i.e., building background, main idea/details, fact/opinion, predicting, questioning, synthesizing, inferring, summarizing, visualizing/verbalizing, analyzing) • Demonstrate fluency, reading in meaningful phrases: clear, at an appropriate rate, with expression and accuracy <p>PURPOSES FOR READING</p> <ul style="list-style-type: none"> • Use reading to be informed, entertained, and persuaded (e.g., role-playing, journals, essays) • Reflect on and respond to texts from various genre and cultures 	<p>Students are highly effective in the use of reading strategies that deepens their understanding of the text and enhances their fluency.</p> <p>Students continually reflect on reasons for reading and effectively respond to text</p>	<p>Students show a substantial level of depth of understanding various texts by effectively using reading strategies and reading fluently with increasing accuracy.</p> <p>Students consistently reflect on reasons for reading and effectively respond to texts.</p>	<p>Students use some reading strategies effectively, which limits the depth of their understanding and fluency.</p> <p>Students occasionally reflect their reasons for reading and have limited responses to texts.</p>	<p>Students demonstrate a minimal use of reading strategies limiting their understanding and fluency.</p> <p>Students rarely reflect on reasons for reading and ineffectively respond to texts.</p>

Standard 3: Students engage in the writing process

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<p>Grade 5</p> <p>PREWRITING</p> <ul style="list-style-type: none"> • Plan writing for a specific audience and purpose; i.e., to inform, entertain, or persuade • Plan a written text using a variety of techniques (e.g., webbing, listing, graphic organizers, taking notes) to develop a topic or purpose <p>DRAFTING</p> <ul style="list-style-type: none"> • Compose writing that contains characteristics of a selected genre of writing (i.e. expository, poetry, narrative) • Organize and develop ideas using topic sentences and supporting details in writing at least 5 paragraphs • Use indentation, capitalization, and punctuation to write a paragraph • Incorporate vocabulary in writing 	<p>Students are highly effective plan and organize ideas and information relevant to the specific purpose and audience of a written text.</p> <p>Students continually compose different genres of writing successfully.</p> <p>They use a variety of sentence structures, extensive vocabulary, and paragraph mechanics to organize and convey a creative message automatically.</p>	<p>Students effectively plan and organize ideas and information relevant to the specific purpose and audience of a written text.</p> <p>Students effectively compose different genres of writing.</p> <p>They successfully use a variety of sentence structures, vocabulary, and paragraph mechanics to organize and convey a creative message.</p>	<p>Students plan and organize ideas and information relevant to the specific purpose and audience of a written text with some inconsistencies.</p> <p>Students are sometimes effective composing different genres of writing.</p> <p>They attempt to use a variety of sentence structures, vocabulary, and paragraph mechanics to organize and convey a creative message with some success.</p>	<p>Students ineffectively plan and organize ideas and information relevant to the specific purpose and audience of a written text.</p> <p>Students rarely compose different genres of writing.</p> <p>They almost never use a variety of sentence structures, vocabulary, and paragraph mechanics to organize and convey a creative message.</p>

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Standard 3: Students engage in the writing process				
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	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>REVISING</p> <ul style="list-style-type: none"> Review and monitor organization of a topic in a written piece for elaboration, description, clarity, and syntax Utilize feedback and multiple drafts to clarify language and purpose of the written text 	<p>Students review the organization of a written text and determine changes needed to improve the fluency and message demonstrating complexity of thought.</p>	<p>Students routinely review the organization of a written text and accurately determine changes needed to improve the fluency and message.</p>	<p>Students occasionally review the organization of a written text and inconsistently determine changes needed to improve the fluency and message.</p>	<p>Students almost never review the organization of a written text and determine changes needed to improve the fluency and message.</p>
<p>EDITING</p> <ul style="list-style-type: none"> Use proofreading marks to edit written text for capitalization, punctuation, spelling, sentence structure, paragraph indentation Select grade-appropriate tools for writing (e.g. dictionary, thesaurus, word wall, classroom library, and word processor) 	<p>Students select and use proofreading marks and effective tools to enhance a written text in a consistent and imaginative way.</p>	<p>Students accurately select and use proofreading marks and effective tools to enhance a written text.</p>	<p>Students select and use proofreading marks and effective tools to enhance a written text with some inaccuracies.</p>	<p>Students almost never select and use proofreading marks and tools to enhance a written text.</p>
<p>FINAL DRAFT</p> <ul style="list-style-type: none"> Compose written text that demonstrates understanding of purpose and audience (e.g., using technology, visual aids) 	<p>Students produce a written text relevant to a specific purpose and audience in a highly effective and inventive way.</p>	<p>Students successfully produce a written text relevant to a specific purpose and audience.</p>	<p>Students sometimes produce a written text relevant to a specific purpose and audience.</p>	<p>Students seldom produce a written text relevant to a specific purpose and audience.</p>

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Standard 3: Students engage in the writing process				
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<p>PUBLICATION/PRESENTATION</p> <ul style="list-style-type: none"> • Share final copy with peers, teachers, and family members • Evaluate writing process using a variety of assessment tools (e.g., checklist, rubric) 	<p>Students continually evaluate the writing process and effectively share a final product that reveals a thoughtful analysis of the written piece.</p>	<p>Students consistently evaluate the writing process and effectively share a final product.</p>	<p>Students inconsistently evaluate the writing process and share a final product with some success.</p>	<p>Students rarely evaluate the writing process and share a final product with minimal effect on their audience.</p>

Standard 4: Students engage in the speaking and listening process

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BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>Grade 5</p> <p>PLANNING FOR AN AUDIENCE/PURPOSE</p> <ul style="list-style-type: none"> • Plan and develop oral presentations to inform, demonstrate, entertain, or persuade from an organized plan • Use supporting materials for topic development (e.g., research, personal experience, literature, interview, fact and opinion) <p>VERBAL AND NONVERBAL COMMUNICATION</p> <ul style="list-style-type: none"> • Demonstrate appropriate speaking vocabulary • Use pitch, volume, tone, and emotion effectively in oral presentations • Show appropriate nonverbal communication skills such as gestures and eye contact 	<p>Students are highly effective at organizing and developing information and ideas for an oral presentation.</p> <p>Students consistently use supporting details for topic development.</p> <p>Students almost always use appropriate speaking vocabulary, voice quality, and nonverbal skill to convey a message demonstrating a unique perspective.</p>	<p>Students effectively organize and develop information and ideas for an oral presentation.</p> <p>Students often use supporting materials for topic development.</p> <p>Students frequently use appropriate speaking vocabulary, voice quality, and nonverbal skill to convey a message creatively.</p>	<p>Students sometimes organize and develop information and ideas for an oral presentation.</p> <p>Students use supporting materials for topic development with some success.</p> <p>Students occasionally use appropriate speaking vocabulary, voice quality and nonverbal skill to convey a message creatively.</p>	<p>Students ineffectively organize and develop information and ideas for an oral presentation.</p> <p>Students almost never use supporting materials for topic development.</p> <p>Students rarely use appropriate speaking vocabulary, voice quality, and nonverbal skill to convey a message.</p>

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Standard 4: Students engage in the speaking and listening process				
BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<ul style="list-style-type: none"> • Speak with a purpose using delivery techniques appropriate for different audiences to inform, demonstrate, entertain, or persuade 	<p>Students use creative delivery techniques appropriate for audience and purpose to demonstrate a unique perspective.</p>	<p>Students use effective delivery techniques appropriate for audience and purpose.</p>	<p>Students use limited delivery techniques appropriate for audience and purpose.</p>	<p>Students seldom use delivery techniques appropriate for audience and purpose.</p>
<p>CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION</p> <ul style="list-style-type: none"> • Participate as an active listener and speaker in group discussions 	<p>Students consistently practice active listening and speaking in group discussions.</p>	<p>Students often practice active listening and speaking in group discussions.</p>	<p>Students occasionally practice active listening and speaking in group discussions.</p>	<p>Students almost never practice active listening and speaking in group discussions.</p>

Standard 5: Students understand media

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BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>Grade 5</p> <p>MEDIA GENRES</p> <ul style="list-style-type: none"> • Describe existing and developing media • Compare and contrast characteristics of common types of media (e.g., books, magazines, newspapers, cartoons, radio, television, films, electronic sources) <p>USING MEDIA FOR A PURPOSE</p> <ul style="list-style-type: none"> • Produce samples of different media genres to inform, entertain, advertise, or persuade 	<p>Students consistently describe and compare and contrast characteristics of common types of media demonstrating extensive knowledge.</p> <p>Students produce different samples of genres demonstrating a unique perspective.</p>	<p>Students accurately describe and effectively compare and contrast characteristics of common types of media.</p> <p>Students creatively produce different samples of genres.</p>	<p>Students sometimes describe and compare and contrast characteristics of common types of media.</p> <p>Students creatively produce different samples of genres with some success.</p>	<p>Students describe types of media with some success and unsuccessfully compare and contrast characteristics of common types of media</p> <p>Students rarely produce different samples of genres.</p>

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	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>INTERPRETING MEDIA</p> <ul style="list-style-type: none"> • Evaluate media content meaning (i.e., main idea, supporting details, fact and opinion, main characters, setting, and sequence) • Demonstrate media production techniques and formats (e.g., images and symbols, basic propaganda and persuasion, poster, slide show, billboards, brochures, and newsletters) 	<p>Students correctly analyze elements in media content to consistently establish meaning and describe techniques and formats of media production.</p>	<p>Students effectively analyze elements to establish meaning and accurately describe techniques and formats of media production.</p>	<p>Students correctly analyze elements to establish meaning and describe techniques and formats of media production some of the time.</p>	<p>Students incorrectly analyze elements to establish meaning and describe techniques and formats of media production.</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 5</p> <p>CONVENTIONS/MECHANICS</p> <ul style="list-style-type: none"> • Use parts of speech (i.e. noun, verb, adjective, adverb, prepositions, conjunctions, and interjections) • Use subjects and predicates in simple and compound sentence • Use verb tenses (i.e. past, present, future) • Use capitalization (e.g. proper nouns, titles of books, magazines) • Use conventions of punctuation (i.e. ending punctuation, commas in a series, quotations, apostrophes) • Use principles of spelling (e.g. double final consonant following short vowel) 	<p>Students use parts of speech, subject/predicates, and verb tenses in written and oral message creatively.</p> <p>They use conventions of capitalization, punctuation, and principles of spelling with accuracy.</p>	<p>Students accurately use parts of speech, subject/predicates, and verb tenses often in written and oral message.</p> <p>They will use conventions of capitalization, punctuation, and principles of spelling with few errors.</p>	<p>Students attempt to use parts of speech, subject/predicates, and verb tenses with some success in written and oral message.</p> <p>They use conventions of capitalization, punctuation, and principles of spelling with consistent errors.</p>	<p>Students inconsistently use parts of speech, subject/predicates, and verb tenses in written and oral message.</p> <p>They use conventions of capitalization, punctuation, and principles of spelling with numerous errors.</p>

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Standard 6: Students understand and use principles of language				
BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
FIGURATIVE LANGUAGE <ul style="list-style-type: none"> • Use and interpret similes, metaphors, alliterations, idioms, onomatopoeia, and personification 	Students use similes, metaphors, idioms, personification, onomatopoeia, and alliteration often in written and oral messages demonstrating a high level of understanding and imagination.	Students accurately use similes, metaphors, idioms, personification, onomatopoeia, and alliteration often in written and oral messages.	Students use similes, metaphors, idioms, personification, onomatopoeia, and alliteration often in written and oral messages with some inaccuracies.	Students incorrectly use similes, metaphors, idioms, personification, onomatopoeia, and alliteration in written and oral messages.