

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 8</p> <p>PLANNING RESEARCH</p> <ul style="list-style-type: none"> Use questions to narrow research topic <p>ACCESSING INFORMATION</p> <ul style="list-style-type: none"> Use a variety of sources such as computer catalogs, magazines, newspapers, and primary sources to access information <p>ORGANIZING AND PRESENTING RESEARCH INFORMATION</p> <ul style="list-style-type: none"> Use information from multiple sources when presenting research findings to defined audiences <p>EVALUATING RESEARCH INFORMATION</p> <ul style="list-style-type: none"> Examine sources that present different perspectives 	<p>Students usually use appropriate questions to narrow research topic.</p> <p>Students evaluate and effectively use varied sources to access information.</p> <p>Students automatically and effectively use information from multiple sources when presenting research findings.</p> <p>Students always examine sources that present different perspectives.</p>	<p>Students frequently use appropriate questions to narrow research topic.</p> <p>Students effectively use varied sources to access information.</p> <p>Students effectively use information from multiple sources when presenting research findings.</p> <p>Students often examine sources that present different perspectives.</p>	<p>Students sometimes use appropriate questions to narrow research topic.</p> <p>Students use varied sources to access information.</p> <p>Students occasionally use information from multiple sources when presenting research findings.</p> <p>Students occasionally examine sources that present different perspectives.</p>	<p>Students rarely use appropriate questions to narrow research topic.</p> <p>Students use one source to access information.</p> <p>Students rarely use information from multiple sources when presenting research findings.</p> <p>Students rarely examine sources that present different perspectives.</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 8</p> <p>LITERARY AND INFORMATIONAL GENRES</p> <ul style="list-style-type: none"> Compare or contrast characteristics of fiction and nonfiction genres <p>READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS</p> <ul style="list-style-type: none"> Use prior knowledge and experiences to aid text comprehension Use a variety of strategies to construct meaning from text, e.g. vocabulary building strategies, skimming, paraphrasing, summarizing, brainstorming, and discussing <p>PURPOSES FOR READING</p> <ul style="list-style-type: none"> Read to develop lifetime reading skills and habits Read for personal recreation 	<p>Students compare and contrast characteristics of a variety of fiction and nonfiction with precise detail.</p> <p>Students extensively discuss and automatically use prior knowledge, experiences, and reading strategies to deepen understanding.</p> <p>Students independently read for different purposes.</p>	<p>Students compare and contrast characteristics of a variety of fiction and nonfiction with adequate detail.</p> <p>Students adequately discuss and frequently use prior knowledge, experiences, and reading strategies to deepen understanding.</p> <p>Students regularly read for different purposes</p>	<p>Students compare and contrast characteristics of a variety of fiction and nonfiction with marginal detail.</p> <p>Students generally discuss and occasionally use prior knowledge, experiences, and reading strategies to deepen understanding.</p> <p>Students occasionally read for different purposes.</p>	<p>Students compare and contrast characteristics of a variety of fiction and nonfiction with minimal detail.</p> <p>Students rarely discuss and seldom use prior knowledge, experiences, and reading strategies to deepen understanding.</p> <p>Students rarely read for different purposes.</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 8</p> <p>INFORMATIVE WRITING</p> <ul style="list-style-type: none"> Compose informative writing e.g. research, biographies, autobiographies, news articles, interviews <p>NARRATIVE WRITING</p> <ul style="list-style-type: none"> Write short stories that include story elements e.g. dialogue, action, physical description, background description, character development <p>PERSUASIVE WRITING</p> <ul style="list-style-type: none"> Produce persuasive writing e.g. persuasive, editorials, essays, business letters and opinions 	<p>Students produce research-based writing, which includes many unique and important facts and supportive details.</p> <p>Students write inventive short stories that include multiple story elements.</p> <p>Students produce highly effective persuasive writing using multiple support statements.</p>	<p>Students produce research-based writing, which includes many important facts and adequate details.</p> <p>Students write imaginative short stories that include multiple story elements.</p> <p>Students produce effective persuasive writing using some support statements.</p>	<p>Students produce research-based writing, which includes some important facts and details.</p> <p>Students write ordinary short stories that include some story elements.</p> <p>Students produce moderately effective persuasive writing using few support statements.</p>	<p>Students produce research-based writing, which includes few important facts and details.</p> <p>Students write Short stories and attempt to include some story elements.</p> <p>Students produce ineffective persuasive 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>PREWRITING</p> <ul style="list-style-type: none"> • Use free writing and journal writing to develop ideas for writing topics • Use language and format appropriate for intended audience and purpose 	<p>Students always use prewriting strategies to organize ideas, language, and a format relevant to audience and purpose.</p>	<p>Students often use prewriting strategies to organize ideas, language, and a format relevant to audience and purpose.</p>	<p>Students generally use prewriting strategies to organize ideas, language, and a format relevant to audience and purpose.</p>	<p>Students seldom use prewriting strategies to organize ideas, language, and a format relevant to audience and purpose.</p>
<p>DRAFTING</p> <ul style="list-style-type: none"> • Use prewriting product to create a first draft emphasizing details and referencing sources • Incorporate grade-level appropriate vocabulary in writing • Use organizational patterns (introduction, body, conclusion <i>or</i> exposition/body/resolution) 	<p>Students always emphasize details in drafts and use prewriting and appropriate vocabulary.</p>	<p>Students frequently emphasize details in drafts by using prewriting and appropriate vocabulary.</p>	<p>Students sometimes emphasize details in drafts by using prewriting and appropriate vocabulary.</p>	<p>Students rarely emphasize details in drafts by using prewriting and appropriate vocabulary.</p>
	<p>Drafts thoroughly follow organizational patterns.</p>	<p>Drafts accurately follow organizational patterns.</p>	<p>Drafts generally follow organizational patterns.</p>	<p>Organizational patterns are attempted.</p>
	<p>Sources appear in proper format.</p>	<p>Sources appear in proper format with few errors.</p>	<p>Sources appear in proper format with some errors.</p>	<p>Students have limited understanding of format for referenced sources.</p>

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	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>REVISING AND EDITING</p> <ul style="list-style-type: none"> • Use criteria to evaluate own and others’ writing • Use feedback and multiple drafts to revise text for specific purposes, such as clarity of ideas, organization, word choice, and fluency • Edit for grammar, mechanics, usage, and spelling <p>FINAL DRAFT</p> <ul style="list-style-type: none"> • Incorporate revisions into final copy <p>PUBLICATION/PRESENTATION</p> <ul style="list-style-type: none"> • Share final copy with an audience • Incorporate a variety of visual aids in publications 	<p>Students comprehensively revise text using feedback, multiple drafts and editing skills.</p> <p>Students thoroughly incorporate identified revisions into final drafts.</p> <p>Students usually share final copy with an audience.</p> <p>Visual aids, when incorporated, are innovative and meaningful.</p>	<p>Students effectively revise text using feedback, multiple drafts and editing skills.</p> <p>Students fully incorporate identified revisions into final drafts.</p> <p>Students frequently share final copy with an audience.</p> <p>Visual aids, when incorporated, are appropriate and meaningful.</p>	<p>Students partially revise the text by using feedback, multiple drafts and editing skills.</p> <p>Students generally incorporate identified revisions into final drafts.</p> <p>Students occasionally share final copy with an audience.</p> <p>Visual aids, when incorporated, are sometimes appropriate and meaningful.</p>	<p>Students ineffectively use feedback, drafts and editing skills to revise text.</p> <p>Students minimally incorporate identified revisions into final drafts.</p> <p>Students seldom share final copy with an audience.</p> <p>Visual aids, when incorporated, are rarely appropriate and meaningful.</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
<ul style="list-style-type: none"> • Use computer technology to present written work 	Students innovatively use computer technology to present an accurate sample of their written work.	Students effectively use computer technology to present an accurate sample of their written work.	Students use basic computer technology to present written work.	Students use computer technology with assistance to present written work.

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 8</p> <p>PLANNING FOR AN AUDIENCE/PURPOSE</p> <ul style="list-style-type: none"> • Speak with a purpose using delivery techniques appropriate for different audiences to inform, demonstrate, entertain, or persuade • Use supporting materials for topic development; e.g., research, personal experience, literature, interview <p>CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION</p> <ul style="list-style-type: none"> • Speak for different purposes e.g. group discussions, research presentations and demonstrations <p>VERBAL AND NONVERBAL COMMUNICATION</p> <ul style="list-style-type: none"> • Use volume, eye contact, rate, pronunciation, and articulation effectively in oral presentations 	<p>Students use unique and effective delivery techniques appropriate for audience and purpose.</p> <p>They usually use supporting materials for topic development.</p> <p>Students are highly effective in speaking for different purposes.</p> <p>Students usually use appropriate delivery techniques.</p>	<p>Students use effective delivery techniques appropriate for audience and purpose.</p> <p>They often use supporting materials for topic development.</p> <p>Students are effective in speaking for different purposes.</p> <p>Students often use appropriate delivery techniques.</p>	<p>Students sometimes use effective delivery techniques appropriate for audience and purpose.</p> <p>They occasionally use supporting materials for topic development.</p> <p>Students are moderately effective in speaking for different purposes.</p> <p>Students occasionally use appropriate delivery techniques.</p>	<p>Students use ineffective delivery techniques.</p> <p>They rarely use supporting materials for topic development.</p> <p>Students are ineffective in speaking for different purposes.</p> <p>Students rarely use appropriate delivery techniques.</p>

Standard 5: Students understand media

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BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>Grade 8</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"> Access media (e.g. television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes Construct media messages; e.g. editorials, news articles, commentaries, web sites, commercials, and advertisements <p>INTERPRETING MEDIA</p> <ul style="list-style-type: none"> Describe the role of the media in influencing and shaping public opinion Show how media messages influence people in various ways e.g. comprehensiveness, appeal to emotions, attitudes, and behaviors, authenticity, and stereotyping 	<p>Students correctly identify existing and developing media.</p> <p>Students independently access media for a variety of purposes.</p> <p>Students construct highly effective and imaginative media messages.</p> <p>Students describe in extensive detail the role of the media and how media messages influence people.</p>	<p>Students correctly identify existing and developing media.</p> <p>Students often access media for a variety of purposes.</p> <p>Students construct effective and imaginative media messages.</p> <p>Students describe in detail the role of the media and how media messages influence people.</p>	<p>Students identify some existing and developing media.</p> <p>Students sometimes access media for a variety of purposes.</p> <p>Students construct somewhat effective and imaginative media messages.</p> <p>Students describe with some detail the role of the media and how media messages influence people.</p>	<p>Students identify few existing and developing media.</p> <p>Students rarely access media for a variety of purposes.</p> <p>Students construct media messages.</p> <p>Students describe with little detail the role of the media and how media messages influence people.</p>

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

Standard 5: Students understand media				
BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<ul style="list-style-type: none"> • Define plagiarism and its consequences 	Students accurately define plagiarism and its consequences with detail.	Students accurately define plagiarism and its consequences.	Students generally define plagiarism and its consequences.	Students inaccurately define plagiarism and its consequences.
	<ul style="list-style-type: none"> • Define copyright 	Students accurately define copyright.	Students accurately define copyright.	Students generally define copyright.

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 8</p> <p>LANGUAGE CONVENTIONS/MECHANICS</p> <ul style="list-style-type: none"> • Use varied sentence structure; i.e., simple, compound, complex, and inverted order • Use conventions of grammar related to parts of speech; i.e., verbs progressive tense, complements • Use grade-appropriate mechanics and usage i.e., Capitalization: publications and in letters Punctuation: commas, semi colons, colons, quotations marks, underlining, hyphens, apostrophes Usage: misplaced modifiers <p>LANGUAGE CONTEXT</p> <ul style="list-style-type: none"> • Identify social differences in language e.g. the use of slang, cliché, and formal and informal styles • Identify cultural and regional differences in language use; e.g., different dialects and language diversity • Locate examples of professional uses of language including jargon and formal styles 	<p>Students accurately use conventions of grammar relating to sentence structure, parts of speech, mechanics and usage.</p> <p>Students usually identify social, cultural, and regional differences in language use.</p> <p>Students independently locate examples of professional uses of language.</p>	<p>Students use conventions of grammar relating to sentence structure, parts of speech, mechanics and usage with few errors.</p> <p>Students frequently identify social, cultural, and regional differences in language use.</p> <p>With little assistance, students locate examples of professional uses of language.</p>	<p>Students use conventions of grammar relating to sentence structure, parts of speech, mechanics and usage with some errors</p> <p>Students occasionally identify social, cultural, and regional differences in language use.</p> <p>With some assistance, students locate some examples of professional uses of language.</p>	<p>Students use conventions of grammar relating to sentence structure, parts of speech, mechanics and usage with many errors.</p> <p>Students rarely identify social, cultural, and regional differences in language use.</p> <p>With much assistance, students locate examples of professional uses of language.</p>

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

Standard 6: Students understand and use principles of language				
BENCHMARK EXPECTATION	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
LITERARY ELEMENTS AND TECHNIQUES <ul style="list-style-type: none"> • Use figurative language including simile, metaphor, alliteration, personification, onomatopoeia, hyperbole and point of view 	Students accurately identify and effectively use figurative language.	Students identify and use figurative language with few errors.	Students identify and use figurative language with some errors.	Students identify and use figurative language with many errors.