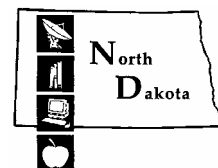


# North Dakota Standards and Benchmarks

## Content Standards

### *English Language Arts*

2003



North Dakota Department of Public Instruction  
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Bismarck, North Dakota 58505-0440

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## COMPONENTS OF THE DOCUMENT

**Content Standards**—general statements that describe what students should know and the skills they should have in a specific content area.

**Benchmarks**—statements of knowledge and skills that define a standard at a given developmental level (e.g., 4<sup>th</sup> grade, 8<sup>th</sup> grade, 12<sup>th</sup> grade).

**Examples of Specific Knowledge**—facts, vocabulary, principles, generalizations, relationships, concepts, step-by-step procedures, strategies, or processes that are the specific information or skills that students should acquire to meet a standard.

**Examples of Activities**—instructional activities that students could do to acquire the knowledge and skills described in the standard and benchmarks.

## INTRODUCTION

The Third Edition of the North Dakota English Language Arts (NDELA) Content Standards and Benchmarks document (2003) builds upon research in literacy, uses the advances in technology as a learning tool, demonstrates the best teaching and learning theory/practices, and relies on the work of the previous ELA standards design teams.

The most notable changes occur in the following manner:

Standard 1, Research, is revised/renamed and parallels Standard 1, Research, of the North Dakota Library/Technology Literacy Standards (2003). The intent of this standard is to reinforce research skills and student knowledge.

Standard 2, Reading, is the result of merging the former Standards 2 and 3. The new standard emphasizes reading and comprehension as a combined process.

Standard 3, Writing, is the result of merging the former Standards 3 and 4. The new standard incorporates the writing process and audience as one unit.

Standard 4, Speaking and Listening, has been revised to reflect the most recent studies in the field.

Standard 5, Media, is new and reflects the need for students to be informed viewers and consumers in the broad range of media that affects their lives.

Standard 6, Principles of Language, has been revised to better reflect the literacy skills students need in reading, writing, speaking, listening, and viewing.

The 2003 NDELA document totals six standards.

In addition, a Rationale Statement precedes each Standard, indicating the design team's justification for that existing standard. The Glossary to this document is new, and the Reference section reflects updates in the design team's research.

Clarence A. Bina, Ph.D.  
Project Director

# Summary of Grades K-4 Benchmarks

## Standard 1

*Students engage in the research process.*

Rationale: Engaging in the research process enables students to collect information, support ideas, solve problems, and convey their points of view to an audience. For students to become life-long learners, they must be able to look for relevance, reliability, and validity in all media. This standard facilitates reading, writing, speaking, listening, and viewing.

- |       |   |
|-------|---|
| 4.1.1 | Define a research problem or task   |
| 4.1.2 | Plan a research strategy  |
| 4.1.3 | Access information using a variety of sources                               |
| 4.1.4 | Use criteria to evaluate and select information for research                |
| 4.1.5 | Use organizational strategies to gather, record, and synthesize information |
| 4.1.6 | Present* research   |
| 4.1.7 | Evaluate the research process   |

## Standard 2

*Students engage in the reading process.*

Rationale: Reading is important for life-long learning. To comprehend both fiction and nonfiction, students construct meaning, apply reading strategies, understand language, analyze purpose, synthesize information, evaluate literary techniques, and make meaningful connections.

- |       |  |
|-------|--|
| 4.2.1 | Read a variety of literary and informational texts and genre to identify story elements and defining characteristics         |
| 4.2.2 | Use word recognition skills and word-learning strategies to determine the meaning of unfamiliar words and make sense of text |
| 4.2.3 | Use a variety of text comprehension* skills and strategies to improve understanding  |
| 4.2.4 | Reflect on and respond to texts from various genre and cultures  |



### **Standard 3**

*Students engage in the writing process.*

Rationale: Writing is a key element of communication. Planning, drafting, and revising enable students to express ideas, create meaning, evaluate information, and make connections between their own and others' experiences. Students use a range of skills and strategies in the writing process to communicate various purposes to diverse audiences. Using Standard English empowers students to excel socially, culturally, and economically

- |       |   |
|-------|---|
| 4.3.1 | Use prior knowledge and experience to write                     |
| 4.3.2 | Use planning to organize thoughts before writing                |
| 4.3.3 | Write to convey a message for different audiences and purposes  |
| 4.3.4 | Use revising and editing skills to improve text                 |
| 4.3.5 | Recognize and use characteristics of different forms of writing |
| 4.3.6 | Present* written work   |

### **Standard 4**

*Students engage in the speaking and listening process.*

Rationale: Speaking and listening skills are important aspects of communication, whether in daily interactions or in formal settings.

- |       |   |
|-------|---|
| 4.4.1 | Use appropriate verbal and nonverbal communication skills               |
| 4.4.2 | Use strategies appropriate for expressing ideas in different situations |
| 4.4.3 | Understand and respond to verbal and nonverbal cues                     |

### **Standard 5**

*Students understand media\*.*

Rationale: Since media messages affect society, students must become media literate. They need to access, analyze, evaluate, and create media in a variety of forms.

- |       |  |
|-------|--|
| 4.5.1 | Know common types of media                             |
| 4.5.2 | Use media for a variety of purposes                    |
| 4.5.3 | Analyze and evaluate to understand media content       |
| 4.5.4 | Understand and demonstrate media production techniques |

## Standard 6

*Students understand and use principles of language.*

RATIONALE: Understanding and using principles of language are important elements of effective communication. Students must be able to use Standard English, apply figurative language, and understand language diversity. Understanding how a native language or dialect is used by its community helps prepare students to live in a culturally diverse world.

- 4.6.1 Understand conventions of English language
- 4.6.2 Understand simple figurative language
- 4.6.3 Identify language diversity
- 4.6.4 Understand basic phonological patterns in English and the sounds and rhythms of language

## Standard 1

*Students engage in the research process.*

Rationale: Engaging in the research process enables students to collect information, support ideas, solve problems, and convey their points of view to an audience. For students to become life-long learners, they must be able to look for relevance, reliability, and validity in all media. This standard facilitates reading, writing, speaking, listening, and viewing.

### **Benchmarks**

- 4.1.1 Define a research problem or task
- 4.1.2 Plan a research strategy
- 4.1.3 Access information using a variety of sources
- 4.1.4 Use criteria to evaluate and select information for research
- 4.1.5 Use organizational strategies to gather, record, and synthesize information
- 4.1.6 Present\* research
- 4.1.7 Evaluate the research process

### **Examples of specific knowledge that support the standard and benchmark**

- 4.1.1 Identify topics by brainstorming ideas, problems, or questions
- 4.1.2 Develop questions based on a topic; state a problem, question or information need
- 4.1.3 Use card catalogue, web sites, interviews, encyclopedias, magazines, news articles
- 4.1.4 Determine accuracy of information, fact/fiction, suitability
- 4.1.5 Use sequence of events patterns, lists, problem/solution patterns, cause/effect patterns, graphic organizers, beginning/middle/end, introduction, body, conclusion, summaries, paraphrasing
- 4.1.6 Use written, oral or multimedia format (e.g., report, model, diorama, poster, book jacket, oral/technology presentation)
- 4.1.7 Use criteria (e.g., organization, assigned requirements, appearance)

### **Examples of achievement standards that support the standard and benchmarks**

**For additional activities consult the Test Bank @ [www.ndsu.nodak.edu/ndci](http://www.ndsu.nodak.edu/ndci)**

- 4.1.1 Students will brainstorm a list of topics about North Dakota studies. Students will select a topic from which questions will be generated.
- 4.1.2 Students will gather information about an animal of their choice. Using a model, graph, or chart, students will organize information about size, food, and habitat.
- 4.1.3 Students will use a variety of reference tools to research a particular era of North Dakota history. Using information gathered from the various reference materials, students will create a timeline depicting the main events.
- 4.1.4 Students will distinguish between factual or fictional texts and identify factual texts to use in a student-composed Lewis & Clark journal entry.

- |       |  |
|-------|--|
| 4.1.5 | Students will use an expository map to visually organize information about an historical North Dakota figure. Students will locate the main concept in the center of a circle and then write the subordinate ideas in the related circles. |
| 4.1.6 | Students will present a display of their North Dakota projects (e.g., scrapbooks, models, dioramas*, posters, computer slide shows, musical compositions, plays).  |
| 4.1.7 | Students will use a teacher-generated rubric to self-evaluate their North Dakota projects.   |

## Standard 2

*Students engage in the reading process.*

Rationale: Reading is important for life-long learning. To comprehend both fiction and nonfiction, students construct meaning, apply reading strategies, understand language, analyze purpose, synthesize information, evaluate literary techniques, and make meaningful connections.

### **Benchmarks**

- 4.2.1 Read a variety of literary and informational texts and genre to identify story elements and defining characteristics
- 4.2.2 Use word recognition skills and word-learning strategies to determine the meaning of unfamiliar words and make sense of text
- 4.2.3 Use a variety of text comprehension skills and strategies to improve understanding
- 4.2.4 Reflect on and respond to texts from various genre and cultures

### **Examples of specific knowledge that support the standard and benchmarks**

- 4.2.1 Noteworthy books (e.g., Caldecott, Newbery, ALA, IRA Children’s Choice, Flickertale books), author studies, literature from diverse cultures, fiction, nonfiction, fantasy, fairy tales, folk tales, fables, poems, plays, rebus stories\*, wordless books, predictable books, counting books, animal stories, non-narrative informational texts (e.g., newspapers, magazines, web sites, encyclopedias);  
Elements - character, setting, sequence, conflict, outcomes, plot, theme;  
Characteristics - fiction, nonfiction, fairy tales, fables, folk tales, tall tales, legends, poems, biographies, historical fiction, narratives from different cultures
- 4.2.2 Word Recognition Skills: phonological awareness\*--phonemic awareness\*/phonemes (letter-sound relationships), phonetics, onsets and rimes\*, syllables, rhymes, words; decode\*;  
Word-Learning Strategies: word parts—affixes (prefixes and suffixes), base words, word roots; vocabulary; context clues; word reference aids (e.g., dictionary, glossary, thesaurus); compound words, multiple-meaning words, antonyms, synonyms; poetic images, figurative language
- 4.2.3 Fluency: speed, accuracy, expression;  
Strategies: brainstorm, activate prior knowledge, make and confirm predictions, set a purpose for reading, preview text; monitor comprehension (metacognition\*); generate and answer questions; summarize text (identify main idea or theme, supporting details), visualize mental images;  
Graphic/Semantic organizers: diagrams, maps, webs, graphs, charts, frames, clusters;  
Structural patterns: chronological and/or sequential order; compare-and-contrast; cause-and-effect
- 4.2.4 Purpose: inform, entertain, persuade;  
Elements: language, character, setting, sequence, conflict, outcomes, plot, theme;  
Responses: diary, role-play, journal, summary, retell, project, diorama

**Examples of achievement standards that support the standard and benchmarks**  
**For additional activities consult the Test Bank @ [www.ndsu.nodak.edu/ndci](http://www.ndsu.nodak.edu/ndci)**

- 4.2.1 Students will choose a favorite book they have read. Students will give an oral report that includes a description of the characters, setting, plot, conflict, outcomes, and themes. After giving an oral report, students will choose a partner and compare and contrast characters, setting, and plot.
- 4.2.2 Students will identify figurative language (e.g., simile, metaphor, or an idiom) from oral or written text. Students will write, draw, or demonstrate the literal and figurative meaning of the identified text.
- 4.2.3 Students will use a current event article from the newspaper to generate and answer questions. Students will summarize the article.
- 4.2.4 Students will read different versions of the same fairy tale. Within small groups, students will take turns retelling their fairy tale versions. They will identify the similarities and differences among the texts.

### Standard 3

*Students engage in the writing process.*

Rationale: Writing is a key element of communication. Planning, drafting, and revising enable students to express ideas, create meaning, evaluate information, and make connections between their own and others' experiences. Students use a range of skills and strategies in the writing process to communicate various purposes to diverse audiences. Using Standard English empowers students to excel socially, culturally, and economically.

#### **Benchmarks**

- 4.3.1 Use prior knowledge and experience to write
- 4.3.2 Use planning to organize thoughts before writing
- 4.3.3 Write to convey a message for different audiences and purposes
- 4.3.4 Use revising and editing skills to improve text
- 4.3.5 Recognize and use characteristics of different forms of writing
- 4.3.6 Present\* written work

#### **Examples of specific knowledge that support the standard and benchmarks**

- 4.3.1 Knowledge of specific topics, events from own life, observations
- 4.3.2 Brainstorming, webbing, listing, sequencing, writing, dialogue, taking notes, outlining, using graphic organizers, selecting a topic, interviewing, gathering information, observing, building background, making an interest inventory
- 4.3.3 Purpose: inform, describe, entertain, persuade;  
Audience: self, peers, family members, community members
- 4.3.4 Reflecting, conferencing, peer revising and editing, audience feedback, topic sentences, logical sequencing, descriptive language, expanding or combining sentences, paragraph form, verb choice, spelling rules, capital letters, punctuation, proofreading marks, handwriting, paper and pencil position, spacing, alignments
- 4.3.5 Wordless books, predictable stories, journal writing, letter writing, research reports, fairy tales, poems, fables, plays, folktales, fantasy
- 4.3.6 Share final copy

#### **Examples of achievement standards that support the standard and benchmarks** **For additional activities consult the Task Bank @ [www.ndsu.nodak.edu/ndci](http://www.ndsu.nodak.edu/ndci)**

- 4.3.1 Students will select a partner to discuss a memorable or interesting weather-related experience. Students will write about their weather-related experience.
- 4.3.2 As students are involved in the writing process, the teacher will model the use of a graphic organizer. The students will use the graphic organizer as they plan their writing. The students will discuss how this helped them in their writing.
- 4.3.3 Students will interview a classmate to determine favorite foods, songs, activities, interests, or books. Students will use their findings to write a description of the interviewee for a class book.

- |       |  |
|-------|--|
| 4.3.4 | After students complete a first draft of their writing, they will select a partner to revise and edit their drafts, allowing the partners to ask questions for clarification or provide feedback to make the story more effective. Students will use this information to make necessary changes to the draft. In small groups, students will discuss how peer revision affected their stories. |
| 4.3.5 | Using their first names, students will write an acrostic* poem.  |
| 4.3.6 | Students will write a letter to a person who has had a positive influence in their lives. They will send or personally deliver the letter.   |



## Standard 4

*Students engage in the speaking and listening process.*

Rationale: Speaking and listening skills are important aspects of communication, whether in daily interactions or in formal settings.

### **Benchmarks**

- 4.4.1 Use appropriate verbal and nonverbal communication skills
- 4.4.2 Use strategies appropriate for expressing ideas in different situations
- 4.4.3 Understand and respond to verbal and nonverbal cues

### **Examples of specific knowledge that support the standard and benchmarks**

- 4.4.1 Pitch, volume, tone, gestures, eye contact, body language, speaking and listening vocabularies\*
- 4.4.2 Strategies: stay on topic, take turns, organize information and ideas;  
Situations: conversations, interviews, group discussions, book talks, reports, show and tell, oral presentations
- 4.4.3 Generate and answer questions, respond to peers, follow directions, take turns

### **Examples of achievement standards that support the standard and benchmarks**

**For additional activities consult the Task Bank @ [www.ndsu.nodak.edu/ndci](http://www.ndsu.nodak.edu/ndci)**

- 4.4.1 While telling a story, students will use a variety of vocal characteristics and body actions.
- 4.4.2 Students will interview community members of various occupations. Students will select two or three of the most interesting facts about the interviewee and present this information to the class.
- 4.4.3 Students will work in pairs to duplicate geometric drawings from oral directions. Students may ask each other for clarification. Upon completion, the listener will compare his drawing with the original.

## Standard 5

*Students understand media\*.*

Rationale: Since media messages affect society, students must become media literate. They need to access, analyze, evaluate, and create media in a variety of forms.

### **Benchmarks**

- 4.5.1 Know common types of media
- 4.5.2 Use media for a variety of purposes
- 4.5.3 Analyze and evaluate to understand media content
- 4.5.4 Understand and demonstrate media production techniques

### **Examples of specific knowledge that support the standard and benchmarks**

- 4.5.1 Books, magazines, newspapers, cartoons, radio, television, films, electronic sources
- 4.5.2 Inform, entertain, advertise
- 4.5.3 Connection of media messages to prior experience or knowledge; main idea and supporting details; fact and opinion; main characters, setting and sequence
- 4.5.4 Techniques: images and symbols to convey a message, basic propaganda and persuasion;  
Formats: poster, slide show, billboard, brochure, newsletter

### **Examples of achievement standards that support the standard and benchmarks** **For additional activities consult the Task Bank @ [www.ndsu.nodak.edu/ndci](http://www.ndsu.nodak.edu/ndci)**

- 4.5.1 Students will work in cooperative groups to develop a brochure that depicts the common types of media including books, magazines, newspapers, cartoons, radio, television, films, or electronic sources.
- 4.5.2 Students will view a video of a recently read novel. Students will use a Venn diagram\* to compare and contrast the similarities and differences.
- 4.5.3 Students will choose and evaluate a televised advertisement. Students will use a checklist to identify advertising “hooks” (e.g., celebrities, cartoon characters, amazing toys, emotions) used in the advertisement.
- 4.5.4 Students will work in cooperative groups to repackage a type of candy. The students will develop an advertising campaign using hooks to “sell the product.”

## Standard 6

*Students understand and use principles of language.*

RATIONALE: Understanding and using principles of language are important elements of effective communication. Students must be able to use Standard English, apply figurative language, and understand language diversity. Understanding how a native language or dialect is used by its community helps prepare students to live in a culturally diverse world.

### **Benchmarks**

- 4.6.1 Understand conventions of English language
- 4.6.2 Understand simple figurative language
- 4.6.3 Identify language diversity
- 4.6.4 Understand basic phonological patterns in English and the sounds and rhythms of language

### **Examples of specific knowledge that support the standard and benchmarks**

- 4.6.1 Word order, patterns, usage, parts of speech, verb tenses, conventions of spelling, capitalization, and punctuation
- 4.6.2 Similes\*, metaphors\*, idioms\*
- 4.6.3 Dialect, slang, cultural differences in language use
- 4.6.4 Phonics\* (e.g., initial consonants, final consonants, consonant blends, consonant diagraphs, vowels), onset-rime\*, rhyme, rhythm, alliteration\*

### **Examples of achievement standards that support the standard and benchmarks** **For additional activities consult the Task Bank @ [www.ndsu.nodak.edu/ndci](http://www.ndsu.nodak.edu/ndci)**

- 4.6.1 Students will create a patterned story or repetitive poem and share it with their classmates. As a class, they will discuss how the pattern or repetition helped them predict what might come next in the story or poem.
- 4.6.2 Students will write a paragraph using similes and metaphors to describe a cafeteria lunch. Students will pair up, exchange paragraphs to identify similes and metaphors, and rewrite the paragraph with its literal meaning.
- 4.6.3 Using Standard English, students will rewrite the slang found in a comic strip.
- 4.6.4 Students will take a daily "Poetry Break." Each day one student will share a poem of her choice with the class. The class will identify rhyme, rhythm, or alliteration.

## Summary of Grades 5-8 Benchmarks

### Standard 1

*Students engage in the research process.*

Rationale: Engaging in the research process enables students to collect information, support ideas, solve problems, and convey their points of view to an audience. For students to become life-long learners, they must be able to look for relevance, reliability, and validity in all media. This standard facilitates reading, writing, speaking, listening, and viewing.

- |       |   |
|-------|---|
| 8.1.1 | Define a research problem or task   |
| 8.1.2 | Plan a research strategy  |
| 8.1.3 | Access information using a variety of sources                               |
| 8.1.4 | Use criteria to evaluate and select information for research                |
| 8.1.5 | Use organizational strategies to gather, record, and synthesize information |
| 8.1.6 | Present* research   |
| 8.1.7 | Evaluate the research process   |

### Standard 2

*Students engage in the reading process.*

Rationale: Reading is important for life-long learning. To comprehend both fiction and nonfiction, students construct meaning, apply reading strategies, understand language, analyze purpose, synthesize information, evaluate literary techniques, and make meaningful connections.

- |       |   |
|-------|---|
| 8.2.1 | Read and recognize a variety of texts and genre   |
| 8.2.2 | Apply scientifically-based reading strategies to construct meaning from written language and adjust for understanding |
| 8.2.3 | Understand the defining characteristics of literary forms   |
| 8.2.4 | Recognize and respond to literary elements, techniques, and devices   |
| 8.2.5 | Analyze, interpret, evaluate, and synthesize literature   |

### Standard 3

*Students engage in the writing process.*

Rationale: Writing is a key element of communication. Planning, drafting, and revising enable students to express ideas, create meaning, evaluate information, and make connections between their own and others' experiences. Students use a range of skills and strategies in the writing process to communicate various purposes to diverse audiences. Using Standard English empowers students to excel socially, culturally, and economically.

- |       |  |
|-------|--|
| 8.3.1 | Use a variety of techniques to identify and develop a topic              |
| 8.3.2 | Use strategies to write for a variety of purposes and audiences          |
| 8.3.3 | Use feedback and multiple drafts to clarify language and intent (revise) |
| 8.3.4 | Edit text for correctness  |
| 8.3.5 | Compose writing that contains characteristics of a selected form         |
| 8.3.6 | Present* written work  |

## Standard 4

*Students engage in the speaking and listening process.*

Rationale: Speaking and listening skills are important aspects of communication, whether in daily interactions or in formal settings.

8.4.1	Speak with a purpose
8.4.2	Use supporting materials for topic development
8.4.3	Use delivery techniques appropriate for different audiences
8.4.4	Listen for different purposes
8.4.5	Give and receive feedback

## Standard 5

*Students understand media\*.*

Rationale: Since media messages affect society, students must become media literate. They need to access, analyze, evaluate, and create media in a variety of forms.

8.5.1	Identify, access, and use a variety of media
8.5.2	Analyze and evaluate media content and intent
8.5.3	Identify and understand legal and ethical issues involved in media use and production
8.5.4	Interpret and analyze media's influence on self and society
8.5.5	Apply a variety of techniques to create media products

## Standard 6

*Students understand and use principles of language.*

Rationale: Understanding and using principles of language are important elements of effective communication. Students must be able to use Standard English, apply figurative language, and understand language diversity. Understanding how a native language or dialect is used by its community helps prepare students to live in a culturally diverse world.

8.6.1	Understand conventions of English language
8.6.2	Use a variety of types of figurative language
8.6.3	Understand social, cultural, regional, and professional differences in language
8.6.4	Understand how language, both written and spoken, reflects a point of view

## Standard 1

*Students engage in the research process.*

Rationale: Engaging in the research process enables students to collect information, support ideas, solve problems, and convey their points of view to an audience. For students to become life-long learners, they must be able to look for relevance, reliability, and validity in all media. This standard facilitates reading, writing, speaking, listening, and viewing.

### **Benchmarks**

- 8.1.1 Define a research problem or task
- 8.1.2 Plan a research strategy
- 8.1.3 Access information using a variety of sources
- 8.1.4 Use a variety of criteria to evaluate and select information for research
- 8.1.5 Use organizational strategies to gather, record, and synthesize information
- 8.1.6 Present\* research
- 8.1.7 Evaluate the research process

### **Examples of specific knowledge that support the standard and benchmarks**

- 8.1.1 Choose a broad topic, state the problem or question, form questions to focus research
- 8.1.2 Narrow topic, determine purpose (e.g., inform, persuade), develop research question, formulate a preliminary thesis statement, choose research methods
- 8.1.3 Books, reference materials (e.g., hardcopy and online), CD-ROM's, newspapers, periodicals, Reader's Guide, Dewey Decimal System, online resources, interviews, surveys
- 8.1.4 Primary/secondary sources, facts/opinions, timeliness of materials, relevance, point of view and bias, credibility
- 8.1.5 Note-taking, summarizing, paraphrasing, outlining, T-notes\*, graphic organizers (e.g., timelines, flow-charts, KWL charts\*, Venn diagrams\*), journalistic questions (5W's\*), citing sources
- 8.1.6 Term paper, report, newspaper, diorama\*, model, poster, brochure, dramatic presentation, oral/video/technology presentation
- 8.1.7 Accuracy of research, organization of information, use of sources

**Examples of achievement standards that support the standard and benchmarks**  
**For additional activities consult the Test Bank @ [www.ndsu.nodak.edu/ndci](http://www.ndsu.nodak.edu/ndci)**

- 8.1.1 Students will brainstorm several topics based on what they know about, care about, or want to know more about.
- 8.1.2 Having selected a broad topic, in small groups students will use graphic organizers to determine research questions.
- 8.1.3 Students will access and list three different types of sources for their research.
- 8.1.4 Students will identify possible sources and classify them according to a predetermined checklist/rubric that includes credibility, reliability, timeliness, and relevance.
- 8.1.5 Students will paraphrase on note cards the information they have gathered.
- 8.1.6 Students will compile information and write a paper, citing sources used.
- 8.1.7 Using a predetermined checklist or rubric, students will self-evaluate and peer review projects

## Standard 2

*Students engage in the reading process.*

Rationale: Reading is important for life-long learning. To comprehend both fiction and nonfiction, students construct meaning, apply reading strategies, understand language, analyze purpose, synthesize information, evaluate literary techniques, and make meaningful connections.

### **Benchmarks**

- 8.2.1 Read and recognize a variety of texts and genre
- 8.2.2 Apply scientifically-based reading strategies to construct meaning from written language and adjust for understanding
- 8.2.3 Understand the defining characteristics of literary forms
- 8.2.4 Recognize and respond to literary elements, techniques, and devices
- 8.2.5 Analyze, interpret, evaluate, and synthesize literature

### **Examples of specific knowledge that support the standard and benchmarks**

- 8.2.1 Short stories, mysteries, poems, dramas, legends, novels, biographies, autobiographies, historical fiction, science fiction, adventures, myths, informational articles, narratives, charts, maps, timelines, tables, graphs, editorials
- 8.2.2 Vocabulary\* development, phonetics\*, fluency\*, text comprehension\*, prior knowledge, context clues, brainstorming, predicting, skimming, graphic organizers (e.g., outlines, webs, cluster maps), paraphrasing, summarizing, highlighting, discussing
- 8.2.3 Fiction, non-fiction, novels, poems, dramas, short stories, fables, myths, essays, speeches
- 8.2.4 Plot, conflict, point of view, character, irony, symbol, theme, tone, satire, dialect, dialogue, rhyme, voice, style, sound devices (e.g., alliteration\*, assonance\*), figurative language
- 8.2.5 Universal themes; historical, social, and cultural contexts; connecting literature to life; literary merit; critical opinion

### **Examples of achievement standards that support the standard and benchmarks** **For additional activities consult the Test Bank @ [www.ndsu.nodak.edu/ndci](http://www.ndsu.nodak.edu/ndci)**

- 8.2.1 Students will read excerpts from *The Diary of Anne Frank* and the play of the same name and identify similarities and differences between the two versions.
- 8.2.2 Students will read the instruction manual for an electronic device (e.g., VCR, DVD player, cellular phone) and paraphrase the instructions to a partner.
- 8.2.3 Students will read a literary work (e.g., short story, fable, play). Using it as a basis, students will write newspaper sections (e.g., an editorial, the lead story, sports articles, obituaries, comic strips or cartoons, advice columns, advertisements).



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| 8.2.4 | At the end of a poetry unit, students will work in small groups to identify multiple examples of specific literary elements (e.g., plot, speaker, irony, symbolism), techniques (e.g., figurative language, imagery), and devices (e.g., rhyme scheme, assonance, alliteration).               |
| 8.2.5 | While reading a literary text, students will keep a double-entry diary. Students will identify passages from their reading that help them understand the text and explain why the passage is significant to them. Students will discuss the relationship between the text and their own lives. |

## Standard 3

### *Students engage in the writing process*

Rationale: Writing is a key element of communication. Planning, drafting, and revising enable students to express ideas, create meaning, evaluate information, and make connections between their own and others' experiences. Students use a range of skills and strategies in the writing process to communicate various purposes to diverse audiences. Using Standard English empowers students to excel socially, culturally, and economically.

#### **Benchmarks**

- 8.3.1 Use a variety of techniques to identify and develop a topic
- 8.3.2 Use strategies to write for a variety of purposes and audiences
- 8.3.3 Use feedback and multiple drafts to clarify language and intent (revise)
- 8.3.4 Edit text for correctness
- 8.3.5 Compose writing that contains characteristics of a selected form
- 8.3.6 Present\* written work

#### **Examples of specific knowledge that support the standards and benchmarks**

- 8.3.1 Webbing, clustering, free-writing, journal writing, listing, mapping, Venn diagramming, structure and development of paragraphs, unity, clarity, balance, leads, dialogue, originality, vitality, voice, tone, tense
- 8.3.2 Purpose (e.g., describe, entertain, inform, persuade);  
Audience (e.g., self, classmates, family, neighborhood, town/city);  
Strategies (e.g., format, formal or informal language, organizational patterns appropriate to audience and purpose)
- 8.3.3 Teacher and peer conferencing, rough draft, final draft, post-writing, checklists, established criteria to evaluate own and others' writing
- 8.3.4 Self edit, peer edit, word processor, publication program (e.g., grammar, mechanics, usage, spelling)
- 8.3.5 Reports, letters, news articles, interviews, plays, stories, poems, biographies, autobiographies, research reports including citations
- 8.3.6 Use available technology (e.g., word processor, publishing program, database, spreadsheets); use visual aids (e.g., graphs, tables, charts, pictures)

#### **Examples of achievement standards that support the standard and benchmarks** **For additional activities consult the Task Bank @ [www.ndsu.nodak.edu/ndci](http://www.ndsu.nodak.edu/ndci)**

- 8.3.1 Students will write about a particular aspect of their city/town (e.g., historic building, annual event, current issue). As a pre-writing strategy, students will brainstorm about their topic using a clustering or webbing technique.
- 8.3.2 Students will collect and assemble a variety of written materials prepared for different audiences (e.g., thank-you note, newspaper editorial, campaign letter for student council election). Students will determine who the audience might be and re-write one of the examples for a different audience.
- 8.3.3 Students will underline overused or cliched words and phrases in their own drafts. Students will work together to generate a list of more descriptive or precise words and phrases to replace the underlined material.

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| 8.3.4 | Students will use an editing program (e.g., MUGS*, CUPS*, DOL*) to practice editing skills. Students will apply lessons learned in practice to correct a piece of their own writing. |
| 8.3.5 | Students will write a letter of application and an appropriate fictitious resume for a job that interests them.  |
| 8.3.6 | Students will complete a final draft of a unit paper and compile all of the class papers into a comprehensive study guide.   |

## Standard 4

*Students engage in the speaking and listening process.*

Rationale: Speaking and listening skills are important aspects of communication, whether in daily interactions or in formal settings.

### **Benchmarks**

- 8.4.1 Speak with a purpose
- 8.4.2 Use supporting materials for topic development
- 8.4.3 Use delivery techniques appropriate for different audiences
- 8.4.4 Listen for different purposes
- 8.4.5 Give and receive feedback

### **Examples of specific knowledge that support the standard and benchmarks**

- 8.4.1 Information, demonstration, entertainment, inquiry
- 8.4.2 Research, personal experience, literature, interview
- 8.4.3 Volume, rate, pitch, inflection, articulation, pronunciation, eye contact, body movement
- 8.4.4 Key ideas, facts and opinions, points of view, structure, relationship of parts to whole, tone, emotion, verbal and nonverbal messages
- 8.4.5 Verbal and nonverbal, constructive

### **Examples of achievement standards that support the standard and benchmarks** **For additional activities consult the Task Bank @ [www.ndsu.nodak.edu/ndci](http://www.ndsu.nodak.edu/ndci)**

- 8.4.1 Students will construct and deliver informative or persuasive speeches based on individual interests or topics provided by the teacher.
- 8.4.2 Each student will interview a classmate. Using information gathered, students will give an introductory speech about each other to the class.
- 8.4.3 Pretending that the audience is at the second grade level, students will select their favorite piece of children's literature and present it to their audience.
- 8.4.4 Students will listen to classmates' speeches and prepare questions to ask following the speeches.
- 8.4.5 Students will provide a written critique (e.g., topic and thesis identification, constructive comments) for other students' speeches.

## Standard 5

*Students understand media\*.*

Rationale: Since media messages affect society, students must become media literate. They need to access, analyze, evaluate, and create media in a variety of forms.

### **Benchmarks**

- 8.5.1 Identify, access, and use a variety of media
- 8.5.2 Analyze and evaluate media content and intent
- 8.5.3 Identify and understand legal and ethical issues involved in media use and production
- 8.5.4 Interpret and analyze media's influence on self and society
- 8.5.5 Apply a variety of techniques to create media products

### **Examples of specific knowledge that support the standard and benchmarks**

- 8.5.1 Books, magazines, newspapers, cartoons, radio, television, films, electronic sources
- 8.5.2 Accuracy, relevancy, comprehensiveness, authority, bias, personal experience, point of view, purpose
- 8.5.3 Respect for intellectual freedom and diversity, copyright issues, plagiarism, citing sources, responsible use of technology, freedom of expression
- 8.5.4 Role of media in forming cultural perceptions; effect of media on emotions, attitudes, and behaviors; critical assessment
- 8.5.5 Techniques: graphics, language, images, symbols, sounds, sequences, camera angles  
Products: editorials, news stories, commentaries, web sites, billboards, commercials, advertisements, performance art

### **Examples of achievement standards that support the standard and benchmarks** **For additional activities consult the Task Bank @ [www.ndsu.nodak.edu/ndci](http://www.ndsu.nodak.edu/ndci)**

- 8.5.1 Students will access three types of media (e.g., television, newspaper, radio, internet) to compare/contrast a news story.
- 8.5.2 Students will read a selection of newspaper editorials and determine what is fact or opinion and what conclusion the author wants the reader to draw. Students will then form and share their assessment of the editorial.
- 8.5.3 Students will analyze a current news story and identify all of the groups/individuals involved in or influenced by the story. Students will identify and discuss the ways that the reporting affects each group.
- 8.5.4 Students will evaluate tobacco, alcohol, and a variety of other consumer product advertisements targeted at teenagers to determine what, in addition to the product, is being promoted.
- 8.5.5 Students will select a product to advertise, choose a medium, and define a targeted audience. Students will produce an advertisement and present it to the class.

## Standard 6

*Students understand and use principles of language.*

Rationale: Understanding and using principles of language are important elements of effective communication. Students must be able to use Standard English, apply figurative language, and understand language diversity. Understanding how a native language or dialect is used by its community helps prepare students to live in a culturally diverse world.

### **Benchmarks**

- 8.6.1 Understand conventions of English language
- 8.6.2 Use a variety of types of figurative language
- 8.6.3 Understand social, cultural, regional, and professional differences in language
- 8.6.4 Understand how language, both written and spoken, reflects a point of view

### **Examples of specific knowledge that support the standards and benchmarks**

- 8.6.1 Subject/verb agreement, pronoun usage, modifiers, sentence structure, subjects, predicates, verb tenses, mechanics
- 8.6.2 Analogy, personification\*, hyperbole\*, alliteration\*, allusion\*
- 8.6.3 Slang, jargon\*, cliché\*, dialect, language diversity, formal and informal styles, cultural effects on language
- 8.6.4 Purpose (e.g., inform, explain, persuade, entertain), opinion, perspective, bias

### **Examples of achievement standards that support the standard and benchmarks**

**For additional activities consult the Task Bank @ [www.ndsu.nodak.edu/ndci](http://www.ndsu.nodak.edu/ndci)**

- 8.6.1 Students will identify errors in Daily Oral Language (DOL) or other editing exercises and re-write the sentences correctly.
- 8.6.2 Students will identify figurative language in poems, short stories, novels, or other pieces of writing. Using the examples of figurative language, students will design a greeting card.
- 8.6.3 Students will write a paragraph to the following audiences -- classmates, teacher, parent, and guidance counselor -- explaining why a page of test answers was found under their desk.
- 8.6.4 Students will brainstorm ways in which a story would change if it were written from another point of view (e.g., "The Tell-Tale Heart" from the old man's point of view).

# Summary of Grades 9-12 Benchmarks

## Standard 1

*Standard engage in the research process.*

Rationale: Engaging in the research process enables students to collect information, support ideas, solve problems, and convey their points of view to an audience. For students to become life-long learners, they must be able to look for relevance, reliability, and validity in all media. This standard facilitates reading, writing, speaking, listening, and viewing.

12.1.1	Define a research problem or task
12.1.2	Plan a research strategy
12.1.3	Access information using a variety of sources
12.1.4	Use a variety of criteria to evaluate and select information for research
12.1.5	Use organizational strategies to record and synthesize information
12.1.6	Present* research
12.1.7	Evaluate the research process

## Standard 2

*Students engage in the reading process.*

Rationale: Reading is important for life-long learning. To comprehend both fiction and nonfiction, students construct meaning, apply reading strategies, understand language, analyze purpose, synthesize information, evaluate literary techniques, and make meaningful connections.

12.2.1	Read a variety of texts
12.2.2	Apply reading strategies to construct meaning from written language and adjust for understanding
12.2.3	Understand the defining characteristics of literary forms and genres
12.2.4	Recognize, evaluate, and respond to literary techniques and devices
12.2.5	Analyze, interpret, evaluate, and synthesize a literary text and its context

## Standard 3

*Students engage in the writing process.*

Rationale: Writing is a key element of communication. Planning, drafting, and revising enable students to express ideas, create meaning, evaluate information, and make connections between their own and others' experiences. Students use a range of skills and strategies in the writing process to communicate various purposes to diverse audiences. Using Standard English empowers students to excel socially, culturally, and economically.

12.3.1	Use a variety of planning or prewriting strategies
12.3.2	Use strategies to draft written work for a variety of purposes and audiences
12.3.3	Use a variety of complex writing forms
12.3.4	Revise text
12.3.5	Use a variety of editing strategies to improve text
12.3.6	Use a variety of techniques to present* written work

## Standard 4

*Students engage in the speaking and listening process.*

Rationale: Speaking and listening skills are important aspects of communication, whether in daily interactions or in formal settings.

12.4.1	Adapt to a variety of speaking and listening situations
12.4.2	Persuade, inform, and/or entertain an audience
12.4.3	Analyze and evaluate messages
12.4.4	Demonstrate various speaking styles

## Standard 5

*Students understand media\*.*

Rationale: Since media messages affect society, students must become media literate. They need to access, analyze, evaluate, and create media in a variety of forms.

12.5.1	Identify, access, and use media for a combination of purposes
12.5.2	Understand how different media achieve similar purposes
12.5.3	Analyze and understand media content, intent, and bias*
12.5.4	Evaluate media messages for psychological, sociological, and ethical implications
12.5.5	Use media production techniques

## Standard 6

*Students understand and use principles of language.*

Rationale: Understanding and using principles of language are important elements of effective communication. Students must be able to use Standard English, apply figurative language, and understand language diversity. Understanding how a native language or dialect is used by its community helps prepare students to live in a culturally diverse world.

12.6.1	Use grammar and conventions of English to convey a specific message
12.6.2	Analyze figurative, idiomatic, and symbolic language
12.6.3	Understand how language reflects cultural and gender perspectives



## Standard 1

*Standard engage in the research process.*

Rationale: Engaging in the research process enables students to collect information, support ideas, solve problems, and convey their points of view to an audience. For students to become life-long learners, they must be able to look for relevance, reliability, and validity in all media. This standard facilitates reading, writing, speaking, listening, and viewing.

### **Benchmarks**

- 12.1.1 Define a research problem or task
- 12.1.2 Plan a research strategy
- 12.1.3 Access information using a variety of sources
- 12.1.4 Use a variety of criteria to evaluate and select information for research
- 12.1.5 Use organizational strategies to record and synthesize information
- 12.1.6 Present\* research
- 12.1.7 Evaluate the research process

### **Examples of specific knowledge that support the standard and benchmarks**

- 12.1.1 Choose a broad topic, state the problem or question, form questions to focus research
- 12.1.2 Narrow topic, determine purpose (e.g., inform, persuade), develop research question, formulate a preliminary thesis statement, choose research methods
- 12.1.3 Books, newspapers, periodicals, online catalogs, search engines, microfiche, telephone information services, electronic databases, technical documents, interviews, surveys
- 12.1.4 Clarity, relevancy, reliability, validity, cross-referencing, reasoning, accuracy, comprehensiveness, author's bias, author's expertise
- 12.1.5 Summarize, paraphrase, précis\*, note cards, outline, graphic organizers, quotation marks, plagiarism, primary and secondary sources, MLA/APA or other bibliographic format
- 12.1.6 Research paper, speech to inform or persuade, PowerPoint presentation, video presentation
- 12.1.7 Correct use of research format, accuracy of research, organization of information, use of sources

### **Examples of achievement standards that support the standard and benchmarks** **For additional activities consult the Test Bank @ [www.ndsu.nodak.edu/ndci](http://www.ndsu.nodak.edu/ndci)**

- 12.1.1 In small groups students will generate topics that are socially significant and have divergent points of view. Each student will choose a research paper topic from the generated list.
- 12.1.2 Students will select one of the topics, narrow it to five problem areas, choose one of the areas, and formulate a research question.
- 12.1.3 Students will explore and access five different types of sources. Students will create a working bibliography.

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| 12.1.4 | Students will generate a rubric to rate the reliability, validity, and bias of their sources. They will then use the rubric to rate their sources.                    |
| 12.1.5 | Students will write a preliminary outline and use the outline to guide the note-taking process. Students will revise the outline based upon the information gathered. |
| 12.1.6 | Having composed a paper with appropriate in-text citations and a works cited page, students will submit a final product.  |
| 12.1.7 | Students will evaluate their own papers based on a teacher-generated rubric. Students will write a summary of the research process.                                   |

## Standard 2

*Students engage in the reading process.*

Rationale: Reading is important for life-long learning. To comprehend both fiction and nonfiction, students construct meaning, apply reading strategies, understand language, analyze purpose, synthesize information, evaluate literary techniques, and make meaningful connections.

### **Benchmarks**

- 12.2.1 Read a variety of texts
- 12.2.2 Apply reading strategies to construct meaning from written language and adjust for understanding
- 12.2.3 Understand the defining characteristics of literary forms and genres
- 12.2.4 Recognize, evaluate, and respond to literary techniques and devices
- 12.2.5 Analyze, interpret, evaluate, and synthesize a literary text and its context

### **Examples of specific knowledge that support the standard and benchmarks**

- 12.2.1 Novels, short stories, plays, poems, newspapers, magazines, electronic texts, biographies, reference materials, essays, pastorals, speeches
- 12.2.2 Decoding\*/encoding\*, etymology\*, phonetic proficiency, fluency\*, text comprehension\*, connotation, denotation, prior knowledge, knowledge of language evolution, technical language, figurative meaning, word patterns
- 12.2.3 Character, setting, plot, mood, stanza, act, scene, chapter, verse, article, fiction, nonfiction, satire, parody\*, allegory\*
- 12.2.4 Literary techniques: imagery, point of view, dialogue, figurative language (e.g., allusion\*, symbolism), syntax, foreshadowing, flashback; Literary devices: inductive and deductive reasoning, fallacies of logic, faulty reasoning, propaganda, fact and opinion
- 12.2.5 Universal themes; social, cultural, and/or historical contexts; literary merit; poetic license; redundancy; ambiguity; manipulative language; narrative structure

### **Examples of achievement standards that support the standard and benchmarks**

**For additional activities consult the Test Bank @ [www.ndsu.nodak.edu/ndci](http://www.ndsu.nodak.edu/ndci)**

- 12.2.1 Students will read an autobiography and a biography of an American inventor and compose an analytical paper showing how the inventor improved a process and changed the nature of work, the working environment, and society itself.
- 12.2.2 Students will select and read an Environmental Impact Statement on a current or recent project in North Dakota (e.g., power plant/transmission line location, wetland drainage, scenic vistas, land use). Students will choose a chapter and identify technical language that explains a particular environmental impact. Then, they will paraphrase that section using non-technical language.

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| 12.2.3 | Students will compare and contrast a passage in Thomas Carlyle's <i>The French Revolution; A History</i> describing the storming of the Bastille with Charles Dickens's description of the same event in <i>A Tale of Two Cities</i> .                                    |
| 12.2.4 | While reading a passage, students will consciously engage the senses of sight, sound, and smell to generate mental pictures. In small groups, students will explain how the author's use of various literary techniques awaken the senses and enhance text comprehension. |
| 12.2.5 | Students will construct a comparison paper that identifies the underlying theme(s) in a soliloquy or a famous speech from one of Shakespeare's works. They will tell how the theme(s) follow the same general pattern as that of a modern soliloquy or famous speech.     |

### Standard 3

#### *Students engage in the writing process*

Rationale: Writing is a key element of communication. Planning, drafting, and revising enable students to express ideas, create meaning, evaluate information, and make connections between their own and others' experiences. Students use a range of skills and strategies in the writing process to communicate various purposes to diverse audiences. Using Standard English empowers students to excel socially, culturally, and economically.

#### **Benchmarks**

- 12.3.1 Use a variety of planning or prewriting strategies
- 12.3.2 Use strategies to draft written work for a variety of purposes and audiences
- 12.3.3 Use a variety of complex writing forms
- 12.3.4 Revise text
- 12.3.5 Use a variety of editing strategies to improve text
- 12.3.6 Use a variety of techniques to present\* written work

#### **Examples of specific knowledge that support the standard and benchmarks**

- 12.3.1 Determine audience and purpose, develop a focus, organize ideas and details
- 12.3.2 Purpose: narration, exposition\*, description, persuasion;  
Audience: self, school, family, town/city/state/nation;  
Strategies: format; formal or informal language; organizational patterns appropriate to audience and purpose; precise language; specific point of view, characterization, and style; individual voice; logical progression of paragraphs
- 12.3.3 Journals, personal letters, resumes, scholarship letters, biographies, short stories, essays, directions, autobiographical sketches, one-act plays, poetry, editorials, advertisements, critical reviews, letters of inquiry or complaint, timelines, prefaces, research papers
- 12.3.4 Organization, content, unity, coherence, clarity, tone, point of view, transitions, conferences
- 12.3.5 Sentence structure, parallel structures, sentence reduction, elliptical clauses, conjunctions, transitional devices, clausal and phrasal patterns, punctuation, verb tense, agreement, alternative and/or irregular spellings
- 12.3.6 Available technology: publishing software and graphic programs;  
Visual aids: graphs, tables, pictures

#### **Examples of achievement standards that support the standard and benchmarks**

**For additional activities consult the Task Bank @ [www.ndsu.nodak.edu/ndci](http://www.ndsu.nodak.edu/ndci)**

- 12.3.1 Students will select a personal experience and a prewriting strategy to generate details about that experience.
- 12.3.2 After students research a specific consumer product, they will prepare and present three different advertisements for the product, each geared for a different audience. When presenting the advertisements, students will explain the targeted audience for each advertisement and the adjustments they made for each audience.
- 12.3.3 Students will choose a passage from a literary work and rewrite it in a different genre (e.g., a poem, a journal entry, a personal letter, or a movie scene).

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| 12.3.4 | Students will select a piece of their writing and analyze it for the techniques they have used to capture the reader's attention. Students will share writing in small groups to determine other techniques that might be used to improve the writing or make it more engaging for the reader. Encourage students to revise as a result of their discussions. |
| 12.3.5 | As students submit the final draft of a piece of their writing, they will prepare and attach a self evaluation that includes insights gained while writing, strategies that have had a positive effect on the piece, and strengths of the final draft.  |
| 12.3.6 | After completing a research paper, students will present a summary/abstract of their work in an oral or a PowerPoint presentation.  |

## Standard 4

*Students engage in the speaking and listening process.*

Rationale: Speaking and listening skills are important aspects of communication, whether in daily interactions or in formal settings.

### **Benchmarks**

- 12.4.1 Adapt to a variety of speaking and listening situations
- 12.4.2 Persuade, inform, and/or entertain an audience
- 12.4.3 Analyze and evaluate messages
- 12.4.4 Demonstrate various speaking styles

### **Examples of specific knowledge that support the standard and benchmarks**

- 12.4.1 Strategies: audience analysis, tone, inflection, pitch, emphasis, body language, visual aids;  
Situations: formal presentation, oral interpretation, group discussion, listening
- 12.4.2 Persuasion, argumentation, exposition\*, humor
- 12.4.3 Refutation, commentary, critique, critical listening
- 12.4.4 Impromptu, extemporaneous\*, memorized, manuscript

### **Examples of achievement standards that support the standard and benchmarks** **For additional activities consult the Task Bank @ [www.ndsu.nodak.edu/ndci](http://www.ndsu.nodak.edu/ndci)**

- 12.4.1 Inform students that a computer glitch has removed them from the honor roll. Addressing the following people, explain the situation using appropriate language for each: persuade your parents there was an error and no privileges should be taken away, explain to your girlfriend you cannot go to the prom because you lost your privileges, explain the error to the insurance agent who is increasing your premiums, explain the mistake to the school secretary who is responsible for correcting the error.
- 12.4.2 Students will work in pairs to identify a problem, its causes, and possible solutions. Using debate or discussion, students will refute each other's position.
- 12.4.3 Students will prepare a 5-7 minute oral interpretation from a literary text. Following the presentation, another student will ask the reader questions about the interpretation of the text following the guidelines of a teacher-generated rubric provided before the performance.
- 12.4.4 Students will draw a topic from a list provided by the instructor and select the most appropriate style to present the topic.

## Standard 5

*Students understand media\*.*

Rationale: Since media messages affect society, students must become media literate. They need to access, analyze, evaluate, and create media in a variety of forms.

### **Benchmarks**

- 12.5.1 Identify, access, and use media for a combination of purposes
- 12.5.2 Understand how different media achieve similar purposes
- 12.5.3 Analyze and understand media content, intent, and bias\*
- 12.5.4 Evaluate media messages for psychological, sociological, and ethical implications
- 12.5.5 Use media production techniques

### **Examples of specific knowledge that support the standard and benchmarks**

- 12.5.1 Media: television, film, newspapers, periodicals, music, electronic databases, advertisements, videos, DVDs, comics, visual arts, performing art  
Purposes: inform and entertain; inform and persuade; entertain and persuade
- 12.5.2 Coverage of same events by different media (i.e., radio, television, and newspaper report of the same product or situation);  
Purposes: persuade, inform, entertain
- 12.5.3 Accuracy of details, stereotyping, gender equity, political correctness, portrayal of ethnicity, portrayal of lifestyles, impact of media on daily life and politics
- 12.5.4 Historical and/or cultural context, subcultures
- 12.5.5 Music and sound, camera angles, lighting for impact, aesthetic effects, production strategies

### **Examples of achievement standards that support the standard and benchmarks** **For additional activities consult the Task Bank @ [www.ndsu.nodak.edu/ndci](http://www.ndsu.nodak.edu/ndci)**

- 12.5.1 Students will select a controversial topic covered by three media forms: television, radio, and newspaper. Students will decide which media form is most informative, most persuasive, and most entertaining. The students will present their findings to the class.
- 12.5.2 Students will listen to a radio advertisement and watch a television advertisement for the same product. In a panel discussion, students will compare and contrast the advertisements and their overall effectiveness.
- 12.5.3 Students will interpret a current news story as reported in a variety of media sources by writing an evaluative comparison/contrast essay.
- 12.5.4 To analyze media messages, students will journal during prime time viewing hours. Students will document the following: the number of advertisements, the types of advertisements, and the gender, income level, education, and vocations of the targeted audience.
- 12.5.5 Students will create a video biography of a friend, family member, or significant historical figure. Viewers will evaluate the production for use of music and sound, camera angles, lighting, editing, and other aesthetic effects.



## Standard 6

*Students understand and use principles of language.*

Rationale: Understanding and using principles of language are important elements of effective communication. Students must be able to use Standard English, apply figurative language, and understand language diversity. Understanding how a native language or dialect is used by its community helps prepare students to live in a culturally diverse world.

### **Benchmarks**

- 12.6.1 Use grammar and conventions of English to convey a specific message
- 12.6.2 Analyze figurative, idiomatic, and symbolic language
- 12.6.3 Understand how language reflects cultural and gender perspectives

### **Examples of specific knowledge that support the standard and benchmarks**

- 12.6.1 Sentence structure, sentence reduction, parallel structures, elliptical clauses, conjunctions, clausal and phrasal patterns, punctuation, verb tense, agreement
- 12.6.2 Sensory impressions, analogies, assonance\*/consonance\*, personification\*, allusion\*, hyperbole\*, satire, paradox\*, irony, parody\*, symbolism, allegory\*, oxymoron\*, charged language\*
- 12.6.3 Colloquialisms\*, cultural differences, regional and ethnic dialects, indigenous vocabulary\*, biased language

### **Examples of achievement standards that support the standard and benchmarks**

**For additional activities consult the Task Bank @ [www.ndsu.nodak.edu/ndci](http://www.ndsu.nodak.edu/ndci)**

- 12.6.1 Using examples of modern music, students will record the lyrics in order to study the grammar and conventions used. Students will recreate the message of the lyrics using standard grammatical structure. The students will present to the class how changing grammar may or may not have an effect on the message.
- 12.6.2 Students will select two or more poems that include examples of figurative language. Students will compare the poems, identifying similarities in the use of figurative language. In small groups, they will define how the language is similar or different.
- 12.6.3 Students will study the language techniques and patterns used by several authority figures from a variety of cultures (e.g., Chief Joseph, Martin Luther King, Jr., Sojourner Truth, Elie Wiesel). Students will create a presentation that depicts cultural aspects of the techniques and patterns, colloquialisms, variations in dialect, or vocabulary specific to a culture.

## GLOSSARY

**Acrostic** – a kind of puzzle sometimes used as a teaching tool in vocabulary development in which lines of verse or prose are arranged so that words, phrases, or sentences are formed when certain letters from each line are used in a certain sequence

**Allegory** - a metaphorical narrative in prose or verse in which the characters and often parts of the narrative usually represent moral and spiritual values

**Alliteration** – the repetition of initial sounds in neighboring words or stressed syllables

**Allusion** - words that refer to biblical, classical, mythological, or historical people or events

**Assonance** - the repetition in words of identical or similar vowel sounds followed by different consonant sounds

**Bias** – to have a predisposed point of view based on race, class, or gender

**Charged language** - words that create an emotional response

**Cliché** – a trite phrase

**Colloquialisms** - referring to an expression or style that is considered old fashioned or folksy

**Consonance** - the repetition of the final consonant sound in words with different vowels

**CUPS** – (capitalization, usage, punctuation, spelling) an acronym that addresses editing

**Decoding** – to analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning

**Dioramas** – three-dimensional representation

**DOL** – (Daily Oral Language) a program designed to help students edit

**Encoding** – to change a message into symbols

**Etymology** - the study of the history and development of the structures and meanings of words; derivation

**Exposition** - the act of explaining

**Extemporaneous** - method of speech delivery based upon notes or a formal outline that allows the speaker a limited amount of preparation time

**Five Ws** – who, what, where, when, why

**Fluency** – the clear, easy, written or spoken expression of ideas

**Hyperbole** - an intentionally exaggerated figure of speech

**Idioms** – an expression that does not mean what it literally says

**Indigenous vocabulary** - words common to a particular region

**Jargon** – special vocabulary of a group

**KWL charts** – a graphic organizer that indicates what a student knows about a topic, what a student wants to know, and what a student learned

**Listening vocabulary** – the number of words a person understands when they are heard in speech; hearing vocabulary

**Media** - means of communication, especially and mass communication such as books, newspapers, magazines, radio, television, motion pictures, recordings

**Metacognition** – “thinking about thinking;” awareness and knowledge of one’s mental processes such that one can monitor, regulate, and direct them to a desired end

**Metaphors** – a word denoting one kind of object or idea in place of another to suggest a likeness between them

**MUGS** – (mechanics, usage, grammar, spelling) an acronym that addresses editing

**Onset and rimes** – parts of spoken language that are smaller than syllables but larger than phonemes; an onset is the initial consonant(s) sound of a syllable; a rime is the part of a syllable that contains the vowel and all that follows it

**Oxymoron** - a figure of speech in which contrasting or contradictory words are brought together for emphasis

**Paradox** - an apparently contradictory statement that suggests a truth

**Parody** - a work, often humorous, that imitates another, usually serious work by a burlesque or satire

**Personification** - a metaphorical figure of speech in which animals, ideas, or things are represented as having human qualities

**Phonemic awareness** – is the awareness of sounds (phonemes) that make up spoken words

**Phonetics/Phonics** – a way of teaching reading and spelling that stresses symbol-sound relationships

**Phonological awareness** – awareness of the constituent sounds of words in learning to read and spell. The constituents of words can be distinguished in three ways: by syllables, by onsets and rimes, and by phonemes

**Precis** – concise summary of essential points

**Present** – read aloud, display, publish, mail, send, perform

**Rebus stories** – the use of a picture or symbol that suggests a word or a syllable

**Similes** – comparison of unlike things using like or as

**Speaking vocabulary** – the number of different words ordinarily used by a person for meaningful oral communication

**Text comprehension** – a process in which the reader constructs meaning in interacting with text through a combination of prior knowledge and previous experience; information available in a text; the stance taken in relationship to the text; and immediate, remembered, or anticipated social interactions and communications

**T-notes** – a double-entry note taking system

**Venn diagram** – overlapping circles that show those features either unique or common to two or more concepts

**Vocabulary** - the words we must know to communicate effectively: number words; words to describe people, places, things, events, shape, color, size, location, actions; synonyms; common figures of speech

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