

	Standard	Novice	Partially Proficient	Proficient	Advanced
Policy		<i>The Level 1 student is below partially proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student consistently performs below the standard for the grade level, is inconsistently able to access grade-level content and only engages with higher-order thinking skills with extensive support.</i>	<i>The Level 2 student is approaching proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student generally performs slightly below the standard for the grade level, is sometimes able to access grade-level content and engages in higher-order thinking skills with some independence and support.</i>	<i>The Level 3 student is proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student regularly performs at the standard for the grade level, is able to access grade-level content and engages in higher-order thinking skills with independence and minimal support.</i>	<i>The Level 4 student is highly proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student regularly performs independently or significantly above the standard for the grade level, is able to access above grade-level content and engages in higher-order thinking skills independently.</i>
	<b>NEW ND Standard</b>	<b>The Level 1 student</b>	<b>The Level 2 student</b>	<b>The Level 3 student</b>	<b>The Level 4 student</b>
	<b>Reading Comprehension: Literary Text</b>				
Range	<b>3.R.2 Ask and answer questions about key details before, during, and after reading a variety of genres, literary, and informational texts using text evidence to compare, contrast, predict, and infer.</b>	attempts to ask and answer explicit questions to demonstrate a limited understanding of a literary text; is unable to consistently identify accurate and relevant text evidence (plot, dialogue, conflict, or character actions) to compare, contrast, or attempt to predict.	uses limited language to ask and answer explicit questions to demonstrate understanding of a literary text, referring to the text as the basis for answers; is sometimes able to identify or select accurate and relevant text evidence (plot, dialogue, conflict, or character actions) to compare, contrast, predict, and attempt to infer.	asks and answers questions to demonstrate understanding of literary text, referring explicitly to textual evidence as the basis for answers; can identify and select accurate text evidence (plot, dialogue, conflict, or character actions) to compare, contrast, predict, and make grade-level inferences.	asks and answers complex questions to demonstrate deep understanding of a literary text, referring explicitly to the textual evidence as the basis for answers; fully capable of identifying and selecting accurate and relevant text evidence (plot, dialogue, conflict, or character actions) to compare, contrast, predict, and make higher-level inferences.
Range	<b>3.R.3b Summarize the story by including major story elements after reading a literary text or passage.</b>	identifies limited details and sequential events to recount stories; identifies explicitly stated central messages and clearly defined story elements like setting, plot, and point of view.	identifies details and sequential events to recount stories; determines central messages and defined story elements like setting, plot, and point of view.	recounts stories using details; determines the central message of a text. Understands story elements that are explicit and implied; able to explain how elements are conveyed through key details in the text.	recounts stories and explains details; determines implicitly stated central messages, fundamental story elements that are explicitly and implicitly expressed in a text, and explains how story elements are conveyed through key details.
Range	<b>3.R.5 Determine the meaning of unknown and multi-meaning words within a text.</b>	demonstrates a limited ability to use easily located, explicitly stated details to determine the meaning of basic academic and domain-specific words and phrases in a literary text relevant to a grade 3 topic or subject area.	uses explicitly stated details to determine the meaning of basic academic and domain-specific words and phrases in a literary text relevant to a grade 3 topic or subject area.	accurately determines the meaning of general academic and domain-specific words and phrases in a literary text relevant to a grade 3 topic or subject area.	accurately determines the meaning of advanced academic and domain-specific words and phrases in a literary text relevant to a grade 3 topic or subject area.
Range	<b>3.F.10 Determine the meaning of multiple-meaning words and phrases, choosing from a range of strategies with varying texts (e.g., synonyms, antonyms, homophones, homographs).</b>	inconsistently or inefficiently determines the meaning of unknown words in a literary text using immediate context clues.	determines the meaning of unknown words and multiple-meaning words in a literary text using sentence-level context clues, morphology (grade-level roots and affixes), and/or reference resources.	determines and clarifies the meaning of unknown and multiple-meaning words in a literary text using sentence-level context clues, morphology (grade-level roots and affixes), and/or reference resources.	determines and clarifies the meaning of unknown and multiple-meaning words in a literary text using sentence- and paragraph-level context clues, morphology (roots and affixes), and/or reference resources.
Range	<b>3.F.11 Use new academic, content specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge.</b> <b>a. Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning</b>	in literary text, recognizes simple word relationships, and simple nuances in word meanings; unable to consistently identify real-life connections between new words and their use (e.g., describe people who are friendly or helpful).	in literary text, demonstrates a limited understanding of connections between previously learned words and new words through simple word relationships and nuances in word meanings; identifies real-life connections between new words and their use (e.g., describe people who are friendly or helpful).	in literary text, demonstrates understanding of connections between previously learned words and new words through word relationships and nuances in word meanings; identifies real-life connections between new words and their use (e.g., describe people who are friendly or helpful); distinguishes shades of meaning among related words.	in literary text, demonstrates an advanced ability to make connections between previously learned words and new words through word relationships and nuances in word meanings; identifies subtle or complex real-life connections between new words and their use (e.g., describe people who are friendly or helpful); distinguishes subtle shades of meaning among related words.

	Standard	Novice	Partially Proficient	Proficient	Advanced
<b>Reading Comprehension: Informational Text</b>					
Range	<b>3.R.2 Ask and answer questions about key details before, during, and after reading a variety of genres, literary, and informational texts using text evidence to compare, contrast, predict, and infer.</b>	attempts to ask and answer explicit questions to demonstrate a limited understanding of an informational text; is unable to consistently identify accurate and relevant text evidence (events, ideas, or procedures) to compare, contrast, or attempt to predict.	uses limited language to ask and answer explicit questions to demonstrate understanding of an informational text, referring to the text as the basis for answers; is sometimes able to identify or select accurate and relevant text evidence (events, ideas, concepts, or procedures) to compare, contrast, predict, and attempt to infer.	asks and answers questions to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for answers; can identify and select accurate text evidence (events, ideas, concepts, or procedures) to compare, contrast, predict, and make grade-level inferences.	clearly asks and answers complex questions to demonstrate deep understanding of an informational text, referring explicitly to the textual evidence as the basis for answers; fully capable of identifying and selecting accurate and relevant text evidence by deeply analyzing complex relationships between events, ideas, concepts, or steps in a procedure to compare, contrast, predict, and make higher-level inferences.
Range	<b>3.R.3a Summarize the main idea(s) with supporting details during or after reading an informational text or passage.</b>	identifies explicitly stated main ideas of an informational text and inconsistently identifies details.	determines the main ideas of an informational text and identifies details to recount the main ideas.	determines the main ideas of an informational text and regularly and accurately recounts key details to explain how they support the main ideas.	determines implicitly stated main ideas of an informational text and regularly and accurately recounts key details to explain how they support the main ideas.
Range	<b>3.R.5 Determine the meaning of unknown and multi-meaning words within a text.</b>	demonstrates a limited ability to use easily located, explicitly stated details to determine the meaning of basic academic and domain-specific words and phrases in an informational text relevant to a grade 3 topic or subject area.	uses explicitly stated details to determine the meaning of basic academic and domain-specific words and phrases in an informational text relevant to a grade 3 topic or subject area.	accurately determines the meaning of general academic and domain-specific words and phrases in an informational text relevant to a grade 3 topic or subject area.	accurately determines the meaning of advanced academic and domain-specific words and phrases in an informational text relevant to a grade 3 topic or subject area.
Range	<b>3.F.10 Determine the meaning of multiple-meaning words and phrases, choosing from a range of strategies with varying texts (e.g., synonyms, antonyms, homophones, homographs).</b>	inconsistently or inefficiently determines the meaning of unknown words in an informational text using immediate context clues.	determines the meaning of unknown words and multiple-meaning words in an informational text using sentence-level context clues, morphology (grade-level roots and affixes), and/or reference resources.	determines and clarifies the meaning of unknown and multiple-meaning words in an informational text using sentence-level context clues, morphology (grade-level roots and affixes), and/or reference resources.	determines and clarifies the meaning of unknown and multiple-meaning words in an informational text using sentence- and paragraph- level context clues, morphology (roots and affixes), and/or reference resources.
Range	<b>3.F.11 Use new academic, content specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge.</b> <b>a. Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning</b>	in informational text, recognizes simple word relationships, and simple nuances in word meanings; unable to consistently identify real-life connections between new words and their use (e.g., describe people who are friendly or helpful).	in informational text, demonstrates a limited understanding of connections between previously learned words and new words through simple word relationships and nuances in word meanings; identifies real-life connections between new words and their use (e.g., describe people who are friendly or helpful).	in informational text, demonstrates understanding of connections between previously learned words and new words through word relationships and nuances in word meanings; identifies real-life connections between new words and their use (e.g., describe people who are friendly or helpful); distinguishes shades of meaning among related words.	in informational text, demonstrates an advanced ability to make connections between previously learned words and new words through word relationships and nuances in word meanings; identifies subtle or complex real-life connections between new words and their use (e.g., describe people who are friendly or helpful); distinguishes subtle shades of meaning among related words.
<b>Reading Text Analysis: Literary Text</b>					
Range	<b>3.R.7 Identify examples of literary devices:</b> <b>a. personification</b> <b>b. hyperbole</b> <b>c. simile</b> <b>d. alliteration</b> <b>e. onomatopoeia</b>	attempts to identify or limited identification of some literary devices at the grade 3 level; attempts to make connections between words and their use, or devices used by writers to invoke emotion, tone or perception.	identifies literary devices at the grade 3 level; makes limited connections between words and their use, or devices used by writers to invoke emotion, tone, or perception.	identifies literary devices at the grade 3 level; makes connections between words and their use, or devices used by writers to invoke emotion, tone, or perception.	distinctively identifies literary devices at the grade 3 level; makes clear connections between words and their use, or devices used by writers to invoke emotion, tone, or perception.

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Range	<b>3.R.8 Analyze a variety of fiction and poetry texts.</b> <b>a. Describe characters' feelings, traits, motivations, and actions after reading a story.</b> <b>b. Compare and contrast the elements of stories and poems (e.g., characters, settings, plots, stanzas, verses).</b>	names easily identified parts of stories and poems, inconsistently using terms such as chapter and stanza; inconsistently identifies how one part builds on an earlier section; identifies basic elements (e.g., traits, feelings) of characters in a story, and is sometimes able to identify the settings, and plots of stories.	identifies parts of stories and poems, using terms such as chapter and stanza; describes how one part builds on an earlier section; retells elements (e.g., traits, feelings) of characters in a story and their actions; retells settings, and plots of stories; makes simple inferences to identify support used by authors.	refers to parts of stories and poems, using terms such as chapter and stanza; describes how each successive part builds on earlier sections; describes characters in a story (e.g., their traits, motivations, or feelings) and their actions; compares and contrasts settings and plots of stories; makes inferences to identify support used by authors.	refers to intricate parts of stories and poems, using terms such as chapter and stanza; describes how each successive part builds on earlier sections; explains complex elements (e.g., traits, feelings, motivations) of complex characters in a story and how their actions connect to the rest of the story; compares and contrasts highly complex, settings, and plots of stories; makes higher-level inferences to identify support used by authors.
<b>Reading Text Analysis: Informational Text</b>					
Range	<b>3.R.6 Use text features (e.g., glossary, index, sidebars) and previously learned text features (e.g., timeline, maps/legends, graphs/charts, subheadings, table of contents, headings, captions, diagrams, bold/underlined words) to read and understand a text or passage.</b>	inconsistently uses basic text features and search tools (e.g., key words, sidebars) to locate information explicitly stated in the text to demonstrate limited understanding.	uses basic text features and search tools (e.g., key words, sidebars) to locate information and make connections relevant to a given topic to demonstrate basic understanding.	uses information gained from text features and search tools (e.g., key words, sidebars) and grade-level inferences to demonstrate regular understanding of the text and locate information relevant to a given topic efficiently.	uses complex text features, advanced search tools (e.g., key words, sidebars) and higher-level inferences within a text to demonstrate clear understanding of the text, analyze the text, and interpret information relevant to a given topic efficiently.
Range	<b>3.R.9 Determine the most important points and key details presented in two nonfiction texts on the same topic.</b>	identifies simple connections between particular sentences, important points, and key details presented in two texts on the same topic (e.g., comparison, cause/effect, first/second/third in a sequence).	identifies the logical connections between the most important points and key details presented in two texts on the same topic.(e.g., comparison, cause/effect, first/second/third in a sequence).	determines the logical connections between the most important points and key details presented in two texts on the same topic.(e.g., comparison, cause/effect, first/second/third in a sequence).	determines the complex connections between the most important points and key details presented in two texts on the same topic and provides textual evidence to support these comparisons (e.g., comparison, cause/effect, first/second/third in a sequence).
Range	<b>3.IR.4 Identify a fact or an opinion based on information provided by the author.</b>	attempts to identify of a fact or an opinion stated or provided by an author in an informational text.	limited identification of a fact or an opinion stated or provided by an author in an informational text.	identification of a fact or an opinion stated or provided by an author in an informational text; can distinguish fact and opinion based on language and evidence provided.	identification of a fact or an opinion stated or provided by an author in an informational text; can distinguish and evaluate fact and opinion based on language and text evidence.
<b>Writing and Language: Text Types and Structure</b>					
Range	<b>3.W.2 Write using an organizational structure that incorporates a topic sentence, body, and a concluding statement appropriate to the task.</b>	Produces insufficient writing at the grade 3 level that as a whole, lacks organization and/or coherence; writing is not appropriate to the task.	Produces incomplete writing at the grade 3 level with inconsistencies in organization and coherence; writing attempts to stay on task but is not consistent.	Produces sufficient writing at the grade 3 level that includes and exhibits an organized structure with a topic sentence, appropriate development for support in the body, and a concluding statement appropriate to the task.	Produces clear and engaging writing at the grade 3 level that includes and exhibits complex organizational structure with a focused topic sentence, appropriate development for support in the body, and a concluding statement appropriate to the task.
Range	<b>3.W.3 Write organized informative pieces that include factual details on the topic.</b>	writes an explanation that lacks organization, does not include an introduction or conclusion or includes an ineffective one, and provides irrelevant facts, definitions and details to support the topic.	writes a loosely organized informative/explanatory piece that introduces the topic and may or may not group the related information together, develops the topic with relevant and irrelevant facts, definitions and details, has a limited use of transitional words and phrases, and provides a simple introduction and concluding statement.	writes a well-organized informative/explanatory piece that introduces the topic and groups the related information together, develops the topic with facts, definitions and details, uses transitional words and phrases, and provides a concluding statement.	writes a well-organized, multi-paragraph informative/explanatory piece that clearly and effectively introduces the topic, and groups the related information together, develops the topic with facts, definitions and details, uses transitional words and phrases, and provides a concluding statement.

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Range	<b>3.W.4 Write organized opinion pieces on a topic using evidence to support the opinion</b>	writes an opinion that lacks organization, does not include an introduction or conclusion, or includes an ineffective one, and provides irrelevant reasons to support the opinion.	writes a loosely organized opinion piece with a simple introduction and conclusion, limited use of transitional words and phrases, and provides relevant and irrelevant reasons to support the opinion.	writes a well-organized opinion piece that introduces the topic, provides reasons that support the opinion, uses transitional words and phrases, and provides a concluding statement.	writes a well-organized, multi-paragraph opinion piece that effectively introduces the topic, provides reasons that effectively support the opinion, uses transitional words and phrases, and provides an effective concluding statement.
Range	<b>3.W.5 Write narrative pieces that describe a well-elaborated real or imagined event in a sequence that unfolds naturally.</b>	writes a narrative that lacks an introduction and/or sense of closure, with insufficient or ineffective description, character development, and organization; limited to no dialogue and limited use of transitional language.	writes a loosely structured narrative piece that establishes a character or characters, attempts closure of the story, and provides some description, character development, and organization; limited dialogue to show characters' thoughts, feelings, and responses; limited transitional language to move the story forward.	writes a well-organized narrative piece that clearly establishes a character or characters, has a clear conclusion to the story; utilizes description, establishes a plot, dialogue to show characters' thoughts, feelings, and responses; uses sufficient transitional language to move the story forward.	writes a well-organized, multi-paragraph piece that clearly and effectively establishes character or characters and has a well-developed conclusion to the story; establishes a plot, uses clear dialogue to show characters' thoughts, feelings, and responses; uses transitional language effectively to move the story forward.
Range	<b>3.F.14 Write an organized paragraph that includes a topic sentence, supporting sentences, and a concluding sentence. (Example structures for an organization may include, but are not limited to, summary, disciplinary literacy response, opinion, or informative).</b>	Produces an insufficient paragraph at the grade 3 level, including an unclear or missing topic sentence, insufficient supporting sentences, and an unclear or missing concluding sentence.	Produces an incomplete paragraph at the grade 3 level, including an unclear topic sentence, supporting sentences, and an unclear concluding sentence.	Produces a paragraph at the grade 3 level with sufficient development, including a clear and identifiable topic sentence, solid supporting sentences, and clear concluding sentence.	Produces a well-organized, engaging paragraph at the grade 3 level with complex development, including a strong topic sentence, well-developed supporting sentences, and clear concluding sentence.
<b>Writing and Language: Writing Process and Craft</b>					
Range	<b>3.W.6 Develop and strengthen writing utilizing the five steps appropriate to the task and purpose.</b> a. Planning: Generate ideas and plan (For example: orally rehearse, mentally reflect, graphic organizer, peer feedback) b. Drafting: Develop writing from the planning process c. Revising: Improve writing by adding more details or deleting unnecessary wording or information. d. Editing: Improve writing by using appropriate grade-level spelling, sentence writing, and grammar standards. e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.	produces writing that shows insufficient planning, drafting, revising, and editing with no clear purpose or audience.	produces writing that shows limited planning, drafting, revising, and editing and may have an unclear purpose or audience.	produces writing that shows evidence of planning, drafting, revising and editing and has clear purpose for the intended audience.	produces writing that shows clear evidence of extensive planning, drafting, revising, and editing and has a clear purpose for the intended audience.
Range	<b>3.W.7 Write with intentional word choice that integrates emotion or descriptive language to develop visual imagery for the reader.</b>	attempts to compose a narrative response that is incorrect, or does not include, descriptive language to create visual imagery.	composes a narrative response that uses limited descriptive language, which may or may not create visual imagery.	composes a narrative response that uses descriptive language to create visual imagery.	composes a complete narrative response that uses strong descriptive and/or figurative language to create clear and sustained visual imagery.
<b>Writing and Language: Language Usage</b>					
Range	<b>3.L.2 Recognize and use parts of speech in sentences:</b> a. concrete, abstract, and possessive nouns b. different types of verbs (i.e., action, linking, helping) and their roles in a sentence c. the complete subject and complete predicate of a sentence d. possessive adjectives e. prepositions f. coordinating conjunctions (i.e., for, and, nor, but, or, yet, so) g. -ly adverbs	demonstrates a lack of understanding of proper parts of speech; employing simple subject/verb agreement; using coordinating conjunctions; using concrete and possessive nouns; using verbs to convey a sense of past, present, and future; using prepositions to show a connection between people, places, or things; using adverbs depending on what is to be modified.	demonstrates an inconsistent understanding of various parts of speech; employing simple subject/verb agreement; using coordinating conjunctions; using concrete, abstract, and possessive nouns; using verbs to convey a sense of past, present, and future; using prepositions to show a connection between people, places, or things; using adverbs depending on what is to be modified.	demonstrates a consistent understanding of various parts of speech; employing subject/verb agreement; using concrete, abstract, and possessive nouns; using a variety of verbs to convey a sense of past, present, and future; using prepositions to show a connection between people, places, or things; using adverbs depending on what is to be modified.	demonstrates a strong understanding of various parts of speech; employing subject/verb agreement; using concrete, abstract, and possessive nouns; using a variety of verbs to convey a sense of past, present, and future; using prepositions to show a connection between people, places, or things; using adverbs depending on what is to be modified.

	Standard	Novice	Partially Proficient	Proficient	Advanced
Range	<p><b>3.L.1 Compose simple and compound declarative, interrogative, imperative, and exclamatory sentences.</b></p> <p><b>a. Begin with a capital letter, and capitalize titles of respect, words in titles, and geographical names.</b></p> <p><b>b. Use periods with declarative and imperative sentences, question marks with interrogative sentences and exclamation points with exclamatory sentences.</b></p> <p><b>c. Use commas before a coordinating conjunction and to separate individual words in a series.</b></p>	<p>attempts to meet the basics of: composing simple and some compound sentences; use proper punctuation for declarative, imperative, interrogative, and exclamatory sentences; use capital letters for titles of respect, titles of works, and names (geographical and personal), and use commas before coordinating conjunctions and in a series.</p>	<p>displays inconsistent ability to: compose simple and compound sentences of a variety of types; use proper punctuation for declarative, imperative, interrogative, and exclamatory sentences; use capital letters for titles of respect, titles of works, and names (geographical and personal), and use commas before coordinating conjunctions and in a series.</p>	<p>displays proficiency in the ability to: compose simple and compound sentences of a variety of types; use proper punctuation for declarative, imperative, interrogative, and exclamatory sentences; use capital letters for titles of respect, titles of works, and names (geographical and personal), and use commas before coordinating conjunctions and in a series.</p>	<p>displays the solid ability to: compose simple and compound sentences of a variety of types; use proper punctuation for declarative, imperative, interrogative, and exclamatory sentences; use capital letters for titles of respect, titles of works, and names (geographical and personal), and use commas before coordinating conjunctions and in a series.</p>



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Policy		<i>The Level 1 student is below partially proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student consistently performs below the standard for the grade level, is inconsistently able to access grade-level content and only engages with higher-order thinking skills with extensive support.</i>	<i>The Level 2 student is approaching proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student generally performs slightly below the standard for the grade level, is sometimes able to access grade-level content and engages in higher-order thinking skills with some independence and support.</i>	<i>The Level 3 student is proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student regularly performs at the standard for the grade level, is able to access grade-level content and engages in higher-order thinking skills with independence and minimal support.</i>	<i>The Level 4 student is highly proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student regularly performs independently or significantly above the standard for the grade level, is able to access above grade-level content and engages in higher-order thinking skills independently.</i>
	<b>NEW ND Standard</b>	<b>The Level 1 student</b>	<b>The Level 2 student</b>	<b>The Level 3 student</b>	<b>The Level 4 student</b>
<b>Reading Comprehension: Literary Text</b>					
Range	<b>4.R.2 Make inferences while reading a variety of genres: literary and informational texts, providing text evidence.</b>	attempts to explain what the literary text says explicitly and draws some simple or inaccurate inferences from the text.	explains basic details by including some textual evidence when explaining what the literary text says explicitly and when drawing inferences from the text.	refers to details and examples using textual evidence when explaining what the literary text says explicitly and when drawing inferences from the text.	refers to and discusses details and examples from a literary text when explaining what the text says explicitly and when drawing complex inferences from the text.
Range	<b>4.R.3b Summarize the story by including major story elements after reading a literary text or passage.</b>	identifies limited details and sequential events to recount stories; identifies explicitly stated central messages and clearly defined story elements like setting, plot, and point of view.	identifies details and sequential events to recount stories; determines central messages and defined story elements like setting, plot, and point of view.	recounts stories using key details; determines the central message of a text. Understands most story elements that are explicit and implied; able to explain how elements are conveyed through key details in the text.	recounts stories and explains key details; determines implicitly stated central messages, fundamental story elements that are explicitly and implicitly expressed in a text, and explains how story elements are conveyed through key details.
Range	<b>4.R.4 Identify a theme based on textual evidence.</b>	unable to identify a theme in a text.	inconsistently identifies a theme in a text.	consistently identifies a theme in a text using text evidence.	consistently identifies and explains a theme in a text using text evidence.
Range	<b>4.R.5 Determine the meaning of unknown and multiple-meaning words and phrases within a text</b>	demonstrates a limited ability to use easily located, explicitly stated details to determine the meaning of basic academic and domain-specific words and phrases in a literary text relevant to a grade 4 topic or subject area.	uses explicitly stated details to determine the meaning of basic academic and domain-specific words and phrases in a literary text relevant to a grade 4 topic or subject area.	accurately determines the meaning of general academic and domain-specific words and phrases in a literary text relevant to a grade 4 topic or subject area.	accurately determines the meaning of advanced academic and domain-specific words and phrases in a literary text relevant to a grade 4 topic or subject area.



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Range	<b>4.F.10 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies with varying texts (e.g., synonyms, antonyms, homophones, and homographs).</b>	attempts to clarify the meaning of unknown words and phrases through immediate context clues and may sometimes recognize word connections and confusions such as synonym, antonym, homophone, homograph, etc.	determines or clarifies the meaning of unknown and multiple-meaning words and phrases through the use of immediate context clues and sometimes demonstrates understanding of nuances in word meanings and word relationships such as synonym, antonym, homophone, homograph, etc.	determines and clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies; uses context as a clue to the meaning of a word or phrase; demonstrates understanding of nuances in word meanings word relationships such as synonym, antonym, homophone, homograph, etc.	determines and clarifies the meaning of unknown and multiple-meaning words and phrases, choosing strategically from a range of strategies; uses sentence- and paragraph-level context as a clue to the meaning of a word or phrase; demonstrates understanding of complex word relationships and subtle nuances in word meanings such as synonym, antonym, homophone, homograph, etc.
Range	<b>4.F.11 Accurately interpret general academic and domain-specific words and phrases</b>	uses easily located, explicitly stated details to determine the meaning of frequently used academic and domain-specific words or phrases in a text.	uses explicitly stated details to determine the meaning of general academic and domain-specific words or phrases in a text.	determines the meaning of general academic and domain-specific words or phrases in a text.	determines the meaning of advanced academic and domain-specific words or phrases in a text.
<b>Reading Comprehension: Informational Text</b>					
Range	<b>4.R.2 Make inferences while reading a variety of genres: literary and informational texts, providing text evidence.</b>	attempts to explain what the text says explicitly and draws some simple or inaccurate inferences from informational texts.	explains what the text says explicitly and draws simple inferences; refers to details and examples using textual evidence when explaining the informational text.	refers to details and examples using textual evidence when explaining what the text says explicitly and when drawing inferences from informational texts.	refers to details and examples in a text when explaining what the text says explicitly and when drawing complex inferences from informational texts.
Range	<b>4.R.3a Summarize an informational text or passage, stating the main idea(s) and providing supporting details.</b>	identifies an explicitly stated main idea and a few key details of an informational text and attempts to identify reasons and evidence to support particular points.	identifies an explicitly stated main idea of a text with some key details and describes how an author uses reasons and evidence to support particular points in an informational text.	determines the main idea of a text and explains how it is supported by key details and explains how an author uses reasons and evidence to support points in an informational text	determines an implicitly stated main idea of a text and explains how it is supported by key details and an analysis of how an author uses reasons and evidence to support points in an informational text.
Range	<b>4.R.5 Determine the meaning of unknown and multiple-meaning words and phrases within a text</b>	demonstrates a limited ability to use easily located, explicitly stated details to determine the meaning of basic academic and domain-specific words and phrases in an informational text relevant to a grade 4 topic or subject area.	uses explicitly stated details to determine the meaning of basic academic and domain-specific words and phrases in an informational text relevant to a grade 4 topic or subject area.	consistently determines the meaning of general academic and domain-specific words and phrases in an informational text relevant to a grade 4 topic or subject area.	consistently determines the meaning of advanced academic and domain-specific words and phrases in an informational text relevant to a grade 4 topic or subject area.
Range	<b>4.F.10 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies with varying texts (e.g., synonyms, antonyms, homophones, and homographs).</b>	attempts to clarify the meaning of unknown words and phrases in informational texts through immediate context clues and may sometimes recognize word connections and confusions such as synonym, antonym, homophone, homograph, etc.	determines or clarifies the meaning of unknown and multiple-meaning words and phrases through the use of immediate context clues and sometimes demonstrates understanding of nuances in word meanings and word relationships such as synonym, antonym, homophone, homograph, etc.	determines and clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies; uses context as a clue to the meaning of a word or phrase; demonstrates understanding of nuances in word meanings and word relationships such as synonym, antonym, homophone, homograph, etc.	determines and clarifies the meaning of unknown and multiple-meaning words and phrases, choosing purposefully from a range of strategies; uses sentence- and paragraph-level context as a clue to the meaning of a word or phrase; demonstrates understanding of complex word relationships and subtle



	Standard	Novice	Partially Proficient	Proficient	Advanced
Range	<b>4.F.11 Accurately interpret general academic and domain-specific words and phrases</b>	uses easily located, explicitly stated details to determine the meaning of frequently used academic and domain-specific words or phrases in an informational text.	uses explicitly stated details to determine the meaning of general academic and domain-specific words or phrases in an informational text.	determines the meaning of general academic and domain-specific words or phrases in an informational text.	determines the meaning of advanced academic and domain-specific words or phrases in an informational text.
<b>Reading Text Analysis: Literary Text</b>					
Range	<b>4.R.7 Identify and use literary devices:</b> A. metaphor B. idiom C. personification D. hyperbole E. simile F. alliteration G. onomatopoeia	recognizes simple figurative language such as personification, similes and metaphors in context; may recognize a few common idioms, examples of hyperbole, alliteration, and onomatopoeia.	demonstrates understanding of simple figurative language such as personification, similes, and metaphors in context; recognizes and explains the meaning of common idioms, examples of hyperbole, alliteration, and onomatopoeia.	demonstrates understanding of and ability to use figurative language such as personification, similes, and metaphors; recognizes and explains the meaning of common idioms and demonstrates understanding of hyperbole, alliteration, and onomatopoeia.	demonstrates understanding and advanced use of complex figurative language, such as personification, similes, and metaphors; recognizes and explains the meaning of idioms, examples of hyperbole, alliteration, and onomatopoeia.
Range	<b>4.R.8 Analyze a variety of fiction and poetry texts.</b> A. Describe characters' feelings, traits, motivations, actions, and points of view after reading a literary story. B. Compare and contrast similar themes, topics, and patterns of events in fiction stories and poetry (e.g., myths or traditional literature from different cultures)	identifies characters, setting, events, and point of view from a variety of genres; unable to compare and contrast themes, topics, and patterns of events in texts from myths or traditional literature.	describes characters, setting, events, and point of view from a variety of genres; inconsistently compares and contrasts themes, topics, and patterns of events in texts from myths and traditional literature.	analyzes a variety of fiction and poetry texts by describing in depth characters, setting, events, and point of view from a variety of genres; compares and contrasts similar themes, topics, and patterns of events in texts from myths or traditional literature.	analyzes a variety of fiction and poetry texts by describing in depth characters, setting, events, and point of view from implicitly stated details from a variety of genres; compares and contrasts similar themes, topics, and patterns of events in texts from myths or traditional literature; makes higher-level inferences to identify supports used by authors.
<b>Reading Text Analysis: Informational Text</b>					
Range	<b>4.R.6 Determine the structure of an informational text.</b> A. compare/contrast B. cause/effect C. problem/solution D. description E. sequential	identifies the structure of events, ideas, concepts, or information in part of an informational text. May recognize compare/contrast, cause/effect, problem/solution, description, or sequential order.	identifies the overall structure of events, ideas, concepts, or information in part of an informational text. Can identify compare/contrast, cause/effect, problem/solution, description, or sequential order.	describes the overall structure of events, ideas, concepts, or information in an informational text. Describes the purpose of compare/contrast, cause/effect, problem/solution, description, or sequential order.	explains the overall structure of events, ideas, concepts, or information in an informational text and analyzes how compare/contrast, cause/effect, problem/solution, description, or sequential order contributes to the meaning of the text.
Range	<b>4.R.9 Integrate information from two texts on the same topic.</b>	attempts to use evidence from two sources, but is unable to connect the two in a significant way.	identifies explicitly stated information from two texts on the same topic and is able to explain the subject with some evidence.	integrates information from two texts on the same topic and is able to draw conclusions on the subject using textual evidence.	integrates complex and inferred information from two texts on the same topic and draws conclusions and provides an analysis of the subject using strong textual evidence.
Range	<b>4.IR.4 Determine a fact or opinion based on information provided by the author.</b>	attempts to determine the difference between the author's use of fact and opinion within a text.	identifies the difference between the author's use fact and opinion in texts.	determines the use of fact and opinion in an author's texts to explain how each impacts the information.	determines the author's purpose of an author incorporating fact and opinion in a text and the impact on the reader.



	Standard	Novice	Partially Proficient	Proficient	Advanced
<b>Writing and Language: Text Types and Structure</b>					
Range	<b>4.W.1 Produce clear writing in which the development and organization are appropriate to the task, purpose, or audience.</b>	produces writing that includes insufficient development, organization, and has no clear purpose or audience.	produces writing that includes some development, organization, and may have an unclear or unfocused purpose or audience.	produces writing that includes and exhibits development, organization, a concise purpose and a clear audience.	produces strong writing that includes and exhibits complex development, organization, and a well-established purpose for the intended audience.
Range	<b>4.W.2 Write using an organizational structure that incorporates an introductory paragraph, a body, and a concluding section appropriate to the task.</b>	produces insufficient writing at the grade 4 level that as a whole, lacks organization and/or coherence; writing is not appropriate to the task.	produces incomplete writing at the grade 4 level with inconsistencies in organization and coherence; writing attempts to stay on task but is not consistent.	produces sufficient writing at the grade 4 level that includes and exhibits an organized structure with a topic sentence, appropriate development for support, and a concluding statement appropriate to the task.	produces clear and engaging writing at the grade 4 level that includes and exhibits complex organizational structure with a focused topic sentence, appropriate development for support, and a concluding statement appropriate to the task.
Range	<b>4.W.3 Write organized informative pieces that include factual details on the topic.</b>	writes an explanation that lacks organization, does not include an introduction or conclusion or includes an ineffective one, and provides irrelevant facts, definitions and details to support the topic.	writes a loosely organized informative/explanatory piece that introduces the topic and may or may not group the related information together, develops the topic with relevant and irrelevant facts, definitions and details, limited use of transitional words and phrases, and provides a simple introduction and concluding statement.	writes a well-organized informative/explanatory piece that introduces the topic and groups the related information together, develops the topic with facts, definitions and details, uses transitional words and phrases, and provides a concluding statement.	writes a well-organized, multi-paragraph informative/explanatory piece that clearly and effectively introduces the topic, and groups the related information together, develops the topic with facts, definitions and details, uses transitional words and phrases, and provides a concluding statement.
Range	<b>4.W.4 Write organized argumentative pieces on a topic using evidence to support the claim.</b>	writes an argument that lacks organization and provides irrelevant or no reasons to support the argument.	writes a loosely organized argument and provides some relevant and irrelevant reasons to support the argument.	writes an organized argument that provides reasons for the argument that are supported by facts and details.	writes a well-organized argument that provides reasons for the argument that are effectively supported by facts and details.
Range	<b>4.W.5 Use narrative techniques (e.g., dialogue, descriptions) to write pieces that describe a well-elaborated real or imagined event in a sequence that unfolds naturally.</b>	writes a narrative that lacks an introduction and/or sense of closure, with insufficient or ineffective description, character development, and organization; limited to no dialogue and limited use of transitional language.	writes a loosely structured narrative piece that establishes a character or characters, attempts closure of the story, and provides some description, character development, and organization; limited dialogue to show characters' thoughts, feelings, and responses; limited transitional language to move the story forward.	writes a well-organized narrative piece that clearly establishes a character or characters, has a clear conclusion to the story; utilizes description, establishes a plot, dialogue to show characters' thoughts, feelings, and responses; uses sufficient transitional language to move the story forward.	writes a well-organized, multi-paragraph piece that clearly and effectively establishes character or characters and has a well-developed conclusion to the story; establishes a plot, uses clear dialogue to show characters' thoughts, feelings, and responses; uses transitional language effectively to move the story forward.
Range	<b>4.F.14 Write an organized paragraph that includes a topic sentence, multiple supporting sentences, and a concluding sentence. (Example structures for an organization may include but are not limited to, summary, disciplinary literacy response, compare/contrast, cause and effect, problem and solution, or opinion or informative structures for organization).</b>	may attempt to organize a paragraph with the use of a topic sentence, supporting sentences, or a concluding sentence to explain ideas, but the result may be confusing.	organizes a writing sample with a topic sentence, weak supporting sentences, and perhaps a concluding sentence.	organizes a paragraph or paragraphs using a topic sentence, supporting sentences, and a concluding sentence that results in an organized paragraph.	organizes a well-crafted paragraph or paragraphs using a strong topic sentence, effective textual supports that explain the topic sentence, and a concluding sentence that summarizes the writing sample.

	Standard	Novice	Partially Proficient	Proficient	Advanced
<b>Writing and Language: Writing Process and Craft</b>					
Range	<p><b>4.W.6 Develop and strengthen writing utilizing the five steps appropriate to the task.</b></p> <p><b>a. Planning:</b> Generate ideas and plan (For example: orally rehearse, mentally reflect, graphic organizer, peer feedback)</p> <p><b>b. Drafting:</b> Develop writing from the planning process</p> <p><b>c. Revising:</b> Improve writing by adding more details, deleting unnecessary wording or information, and elaborating or combining sentences</p> <p><b>d. Editing:</b> Improve writing by using appropriate grade-level spelling, sentence writing, and grammar standards.</p> <p><b>e. Presentation/Publishing:</b> Produce a final draft that meets the task, purpose, or audience of the writing piece.</p>	produces writing that shows insufficient planning, drafting, revising, and editing with no clear purpose or audience.	produces writing that shows limited planning, drafting, revising, and editing and may have an unclear purpose or audience.	produces writing that shows evidence of planning, drafting, revising, and editing and has a clear purpose for the intended audience.	produces writing that shows clear evidence of extensive planning, drafting, revising, and editing and has a clear purpose for the intended audience.
Range	<p><b>4.W.7 Write with intentional word choice that integrates emotion or figurative language choices that develop visual imagery for the reader.</b></p>	attempts to compose a narrative response that either uses limited, incorrect, or does not include figurative and specific language to create visual imagery.	composes a narrative response that uses limited figurative and specific language, which may or may not create visual imagery.	composes a narrative response that uses figurative and specific language to create visual imagery.	composes a complete narrative response that uses strong figurative and specific language to create clear and sustained visual imagery.
<b>Writing and Language: Language Usage</b>					
Range	<p><b>4.L.1 Compose simple and compound declarative, interrogative, imperative, and exclamatory sentences.</b></p> <p><b>A. Capitalize proper nouns, proper adjectives, and the first letter of a quotation.</b></p> <p><b>B. Use periods with declarative and imperative sentences, question marks with interrogative sentences and exclamation points with exclamatory sentences.</b></p> <p><b>C. Use commas to separate individual words in a series and to indicate dialogue.</b></p> <p><b>D. Use quotation marks to indicate dialogue.</b></p>	attempts to meet the basics of: using a few sentence types, correct capitalization, end marks of punctuation, and commas and quotation marks at an appropriate level for a fourth grader with limited success.	displays inconsistent ability to: use different sentence types, correct capitalization, end marks of punctuation, and commas and quotation marks at an appropriate level for a fourth grader with varying degrees success.	displays proficiency in the ability to: use a variety of sentence types, correct capitalization, end marks of punctuation, and commas and quotation marks at an appropriate level for a fourth grader.	displays the solid ability to: accurately use a variety of sentence types, correct capitalization, end marks of punctuation, commas, and quotation marks demonstrating an advanced level for a fourth grader.

	Standard	Novice	Partially Proficient	Proficient	Advanced
Range	<p><b>4.L.2 Recognize and use parts of speech in sentences:</b></p> <p><b>A. irregular possessive nouns</b> e.g., children's)</p> <p><b>B. irregular and past participle verbs and verb tense to identify settings, times, and sequences</b></p> <p><b>C. subject and verb agreement</b></p> <p><b>D. comparative and superlative adjectives</b></p> <p><b>E. prepositional phrases</b></p> <p><b>F. possessive pronouns and the nouns they replace (i.e., antecedents)</b></p> <p><b>G. adverbs of frequency (e.g., always, often, never)</b></p>	<p>demonstrates a lack of understanding of various parts of speech and their function, including subject-verb agreement; irregular possessive nouns; regular and irregular verbs; comparative and superlative adjectives; antecedents; and prepositional phrases.</p>	<p>demonstrates an inconsistent understanding of various parts of speech and their function, including subject-verb agreement; irregular possessive nouns; regular and irregular verbs; comparative and superlative adjectives; antecedents; and prepositional phrases.</p>	<p>demonstrates a consistent understanding of various parts of speech and their function, including subject-verb agreement; irregular possessive nouns; regular and irregular verbs; comparative and superlative adjectives; antecedents; and prepositional phrases.</p>	<p>uses standard conventions of English language at the fourth grade level and demonstrates a clear understanding of various parts of speech and their function, including subject-verb agreement; irregular possessive nouns; regular and irregular verbs; comparative and superlative adjectives; antecedents; and prepositional phrases.</p>

	Standard	Novice	Partially Proficient	Proficient	Advanced
Policy		<i>The Level 1 student is below partially proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student consistently performs below the standard for the grade level, is inconsistently able to access grade-level content and only engages with higher-order thinking skills with extensive support.</i>	<i>The Level 2 student is approaching proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student generally performs slightly below the standard for the grade level, is sometimes able to access grade-level content and engages in higher-order thinking skills with some independence and support.</i>	<i>The Level 3 student is proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student regularly performs at the standard for the grade level, is able to access grade-level content and engages in higher-order thinking skills with independence and minimal support.</i>	<i>The Level 4 student is highly proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student regularly performs independently or significantly above the standard for the grade level, is able to access above grade-level content and engages in higher-order thinking skills independently.</i>
	<b>NEW ND Standard</b>	<b>The Level 1 student</b>	<b>The Level 2 student</b>	<b>The Level 3 student</b>	<b>The Level 4 student</b>
<b>Reading Comprehension: Literary Text</b>					
Range	<b>5.R.2 Make inferences drawn from the text during and after reading a variety of genres, literary, and informational texts.</b>	attempts to explain what a text says explicitly and draws some simple or inaccurate inferences from a literary text.	explains basic details of a literary text by including some textual evidence and drawing inferences about what a text says explicitly.	refers to details and examples using textual evidence when explaining what a text says explicitly and when drawing inferences.	refers to and discusses details and examples from a text when explaining what the text says explicitly and when drawing complex inferences.
Range	<b>5.R.3b Summarize the story by including major story elements after reading a literary text.</b>	identifies limited details and sequential events to recount stories; identifies explicitly stated central messages and clearly defined story elements like setting, plot, and point of view.	identifies details and sequential events to recount stories; determines central messages and defined story elements like setting, plot, and point of view.	recounts stories using details; determines the central message of a text. Understands story elements that are explicit and implied; able to explain how elements are conveyed through key details in the text.	recounts stories and explains details; determines implicitly stated central messages, fundamental story elements that are explicitly and implicitly expressed in a text, and explains how story elements are conveyed through key details.
Range	<b>5.R.4 Determine a theme or claim based on textual evidence.</b>	unable to identify a theme in a text	inconsistently identifies a theme in a text.	consistently identifies a theme in a text using text evidence.	consistently identifies and explains a theme in a text using text evidence.
Range	<b>5.R.5 Determine the meaning of unknown and multiple-meaning words and phrases within a text.</b>	demonstrates a limited ability to use easily located, explicitly stated details to determine the meaning of basic academic and domain-specific words and phrases in a literary text relevant to a grade 4 topic or subject area.	uses explicitly stated details to determine the meaning of basic academic and domain-specific words and phrases in a literary text relevant to a grade 4 topic or subject area.	accurately determines the meaning of general academic and domain-specific words and phrases in a literary text relevant to a grade 4 topic or subject area.	accurately determines the meaning of advanced academic and domain-specific words and phrases in a literary text relevant to a grade 4 topic or subject area.
Range	<b>5.F.10 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies with varying texts (e.g., synonyms, antonyms, homophones, and homographs).</b>	attempts to determine the meaning of unknown words and phrases through immediate context clues and may sometimes recognize word connections and confusions such as synonym, antonym, homophone, homograph, etc. at the grade 5 level.	determines the meaning of unknown and multiple-meaning words and phrases through the use of immediate context clues and sometimes demonstrates understanding of nuances in word meanings and word relationships such as synonym, antonym, homophone, homograph, etc. at the grade 5 level.	determines and clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies; uses context as a clue to the meaning of a word or phrase; demonstrates understanding of nuances in word meanings and word relationships such as synonym, antonym, homophone, homograph, etc. at the grade 5 level.	determines and clarifies the meaning of unknown and multiple-meaning words and phrases, choosing strategically from a range of strategies; uses sentence- and paragraph-level context as a clue to the meaning of a word or phrase; demonstrates understanding of complex word relationships and subtle nuances in word meanings such as synonym, antonym, homophone, homograph, etc. at the grade 5 level.

	Standard	Novice	Partially Proficient	Proficient	Advanced
Range	<b>5.F.11 Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in the text, choosing from a range of strategies.</b>	attempts to acquire and use grade-level vocabulary; attempts to clarify the meaning of frequently used academic and domain-specific words or phrases in a text at the grade 5 level. May sometimes recognize word meanings and word relationships.	uses grade-level vocabulary and provides some clarification of the meaning of general academic and domain-specific words or phrases in a text at the grade 5 level. Sometimes demonstrates understanding of nuances in word meanings and word relationships.	acquires and uses grade level appropriate vocabulary to clarify the meaning of multiple-meaning words, choosing flexibly from a range of strategies; demonstrates understanding of nuances in word meanings and word relationships at the grade 5 level.	acquires and uses advanced vocabulary to clarify the meaning of multiple-meaning words, choosing flexibly from a range of strategies; demonstrates understanding of nuances in word meanings and word relationships at the grade 5 level.
<b>Reading Comprehension: Informational Text</b>					
Range	<b>5.R.2 Make inferences drawn from the text during and after reading a variety of genres, literary, and informational texts.</b>	attempts to explain what the text says explicitly and draws some simple or inaccurate inferences from informational texts at the grade 5 level.	explains what the text says explicitly and draws simple inferences from informational texts at the grade 5 level.	refers to details and examples when explaining what the text says explicitly and when drawing inferences from informational texts at the grade 5 level.	refers to details and examples when explaining what the text says explicitly and when drawing complex inferences from informational texts at the grade 5 level.
Range	<b>5.R.3a Summarize an informational text or passage stating the main idea(s) and providing supporting details.</b>	identifies an explicitly stated main idea and a few key details of an informational text and attempts to identify reasons and evidence to support particular points.	identifies an explicitly stated main idea of a text with some key details and describes how an author uses reasons and evidence to support particular points in an informational text.	determines the main idea of a text and explains how it is supported by key details and explains how an author uses reasons and evidence to support points in an informational text	determines an implicitly stated main idea of a text and explains how it is supported by key details and an analysis of how an author uses reasons and evidence to support points in an informational text.
Range	<b>5.R.4 Determine a theme or claim based on textual evidence.</b>	unable to identify a theme in a text.	inconsistently identifies a theme in a text.	consistently identifies a theme in a text using text evidence.	consistently identifies and explains a theme in a text using text evidence.
Range	<b>5.R.5 Determine the meaning of unknown and multiple-meaning words and phrases within a text.</b>	demonstrates a limited ability to use easily located, explicitly stated details to determine the meaning of basic academic and domain-specific words and phrases in an informational text relevant to a grade 5 topic or subject area.	uses explicitly stated details to determine the meaning of basic academic and domain-specific words and phrases in an informational text relevant to a grade 5 topic or subject area.	accurately determines the meaning of general academic and domain-specific words and phrases in an informational text relevant to a grade 5 topic or subject area.	accurately determines the meaning of advanced academic and domain-5 topic or subject area.
Range	<b>5.F.10 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies with varying texts (e.g., synonyms, antonyms, homophones, and homographs).</b>	attempts to clarify the meaning of unknown words and phrases through immediate context clues and may sometimes recognize word connections and confusions such as synonym, antonym, homophone, homograph, etc. in informational texts at the grade 5 level.	determines or clarifies the meaning of unknown and multiple-meaning words and phrases through the use of immediate context clues and sometimes demonstrates understanding of nuances in word meanings and word relationships such as synonym, antonym, homophone, homograph, etc. in informational texts at the grade 5 level.	determines and clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies; uses context as a clue to the meaning of a word or phrase; demonstrates understanding of nuances in word meanings word relationships such as synonym, antonym, homophone, homograph, etc. in informational texts at the grade 5 level.	determines and clarifies the meaning of unknown and multiple-meaning words and phrases, choosing strategically from a range of strategies; uses sentence- and paragraph-level context as a clue to the meaning of a word or phrase; demonstrates understanding of complex word relationships and subtle nuances in word meanings such as synonym, antonym, homophone, homograph, etc. in informational texts at the grade 5 level.

	Standard	Novice	Partially Proficient	Proficient	Advanced
Range	<b>5.F.11 Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in the text, choosing from a range of strategies.</b>	attempts to acquire and use grade-level vocabulary; attempts to clarify the meaning of frequently used academic and domain-specific words or phrases in a text at the grade 5 level. May sometimes recognize word meanings and word relationships.	uses grade-level vocabulary and provides some clarification of the meaning of general academic and domain-specific words or phrases in a text at the grade 5 level. Sometimes demonstrates understanding of nuances in word meanings and word relationships.	acquires and uses grade level appropriate vocabulary to clarify the meaning of multiple-meaning words, choosing flexibly from a range of strategies; demonstrates understanding of nuances in word meanings and word relationships at the grade 5 level.	acquires and uses advanced vocabulary to clarify the meaning of multiple-meaning words, choosing flexibly from a range of strategies; demonstrates understanding of nuances in word meanings and word relationships at the grade 5 level.
<b>Reading Text Analysis: Literary Text</b>					
Range	<b>5.R.7 Determine how literary devices contribute to the meaning of a text:</b> a. imagery b. metaphor c. idiom d. personification e. hyperbole f. simile g. alliteration h. onomatopoeia	recognizes simple figurative language such as personification, similes and metaphors in context; may recognize a few common idioms, examples of imagery, hyperbole, alliteration, and onomatopoeia at the grade 5 level.	demonstrates understanding of simple figurative language such as personification, similes, and metaphors in context; recognizes and explains the meaning of common idioms, examples of imagery, hyperbole, alliteration, and onomatopoeia at the grade 5 level. Attempts to determine how literary devices contribute to the meaning of the text.	demonstrates understanding and explains the meaning of figurative language such as personification, similes, and metaphors in context; recognizes and explains the meaning of common idioms and demonstrates understanding of imagery, hyperbole, alliteration, and onomatopoeia at the grade 5 level. Able to determine how literary devices contribute to the meaning of the text.	demonstrates understanding and explains complex figurative language, such as personification, similes, and metaphors in context; recognizes and explains the meaning of idioms, examples of imagery, hyperbole, alliteration, and onomatopoeia at the grade 5 level. Able to determine how literary devices contribute to the meaning of the text.
Range	<b>5.R.8 Analyze a variety of fiction and poetry texts.</b> a. Describe how an author develops a character's perspective after reading a story. b. Identify the point of view of a story. c. Compare and contrast stories in the same genre and types of poetry on their approaches to similar themes and topics.	attempts to identify ways characters are developed, point of view, and compares and contrasts stated themes and topics from texts in the same genre and types of poetry but the identification is minimal.	identifies ways characters are developed, point of view, and compares and contrasts stated themes and topics from texts in the same genre and types of poetry, but the identification is basic.	analyzes ways characters are developed, point of view, and compares and contrasts themes and topics from texts in the same genre and types of poetry.	analyzes how an author develops characters, various points of view, and compares and contrasts implicit themes and topics from texts in the same genre and types of poetry.
<b>Reading Text Analysis: Informational Text</b>					
Range	<b>5.R.6 Describe the structure of informational texts: a. compare/contrast b. cause/effect c. problem/solution d. description e. sequential</b>	identifies the structure of a portion of an informational text. May recognize compare/contrast, cause/effect, problem/solution, description, or sequential order.	identifies the overall structure of informational texts. Can identify compare/contrast, cause/effect, problem/solution, description, or sequential order.	describes the overall structure in an informational text. Describes the purpose of compare/contrast, cause/effect, problem/solution, description, and sequential order.	explains the overall structure of an informational text or part of a text and analyzes how compare/contrast, cause/effect, problem/solution, description, and sequential order contributes to the meaning of the text.
Range	<b>5.R.9 Integrate information from several texts or media on the same informational topics.</b>	attempts to use evidence from several sources, but is unable to connect the two in a significant way at the grade 5 level.	identifies explicitly stated information from several sources on the same topic and is able to explain the subject with some evidence at the grade 5 level.	integrates information from several sources on the same topic and is able to draw conclusions on the subject using textual evidence at the grade 5 level.	integrates complex and inferred information from several sources on the same topic and draws conclusions and provides an analysis of the subject using strong textual evidence at the grade 5 level.



	Standard	Novice	Partially Proficient	Proficient	Advanced
Range	<b>5.IR.4 Identify facts and multiple perspectives from credible sources.</b>	identifies few facts from a variety of sources and may not be able to determine the credibility of the sources.	identifies some facts from a variety of sources and may be able to determine credibility of the sources.	determines facts from a variety of sources and is able to identify the credibility of the sources.	explains facts from a variety of sources and is able to identify and describe the significance of the credibility of the sources.
<b>Writing and Language: Text Types and Structure</b>					
Range	<b>5.W.1 Produce clear writing in which the development and organization are appropriate to the task, purpose, or audience.</b>	produces writing that lacks sufficient development, organization, and has no clear purpose or audience.	produces writing that may include some development, organization, but may have an unclear or unfocused purpose or audience.	produces writing that exhibits development, organization, a concise purpose and a clear audience.	produces strong writing that exhibits complex development, organization, and a well-established purpose for the intended audience.
Range	<b>5.W.2 Write using an organizational structure that incorporates an introductory paragraph, multiple paragraphs (body), and a concluding section appropriate to the task</b>	produces insufficient writing at the grade 5 level that as a whole, lacks organization and/or coherence; writing is not appropriate to the task.	produces incomplete writing at the grade 5 level with inconsistencies in organization and coherence; writing attempts to stay on task but is not consistent.	produces sufficient writing at the grade 5 level that includes and exhibits an organized structure with a topic sentence, appropriate development for support, and a concluding statement appropriate to the task.	produces clear and engaging writing at the grade 5 level that includes and exhibits complex organizational structure with a focused topic sentence, appropriate development for support, and a concluding statement appropriate to the task.
Range	<b>5.W.3 Write organized informative pieces that include factual details on the topic.</b>	writes an informative response that lacks organization and provides irrelevant, inaccurate, or no textual support on the topic.	writes a poorly organized informative response that develops the topic with inconsistent facts and details that may not be supported by sources.	writes a well-organized informative response that develops the topic with concrete facts and details from sources.	writes a well-organized informative response that clearly and effectively develops the topic with concrete facts and details from sources.
Range	<b>5.W.4 Write organized argumentative pieces on a topic using evidence to support the claim.</b>	writes an argumentative response that lacks organization and provides irrelevant or no reasons from the text to support the argument.	writes a loosely organized argument and provides some relevant reasons to support the argument.	writes an organized argument that provides reasons for the argument that are supported by facts and details.	writes a well-organized argument that provides reasons for the argument that are effectively supported by facts and details.
Range	<b>5.W.5 Use narrative techniques (e.g., dialogue, description, pacing) to write pieces that describe a well elaborated real or imagined event in a sequence that unfolds naturally.</b>	writes a narrative that lacks an introduction and/or sense of closure, with insufficient or ineffective description, character development, and organization; limited to no dialogue, use of transitional language and/or pacing.	writes a loosely structured narrative piece that establishes a character or characters, attempts closure of the story, and provides some description, character development, and organization; limited dialogue to show characters' thoughts, feelings, and responses; limited transitional language and pacing to move the story forward.	writes a well-organized narrative piece that clearly establishes a character or characters, has a clear conclusion to the story; utilizes description, establishes a plot, dialogue to show characters' thoughts, feelings, and responses; uses sufficient transitional language and pacing to move the story forward.	writes a well-organized, multi-paragraph piece that clearly and effectively establishes character or characters and has a well-developed conclusion to the story; establishes a plot, uses clear dialogue to show characters' thoughts, feelings, and responses; uses transitional language and pacing effectively to move the story forward.
Range	<b>5. F.14 Write multiple organized paragraphs that include a topic sentence, multiple supporting sentences, and a concluding sentence. (Example structures for an organization may include, but are not limited to, summary, disciplinary literacy response, compare/contrast, cause and effect, problem and solution, or opinion or informative structures for organization).</b>	may attempt to organize paragraphs with the use of a topic sentence, supporting sentences, or a concluding sentence to explain ideas, but the result may be confusing.	organizes a multi paragraph writing sample with topic sentences, weak supporting sentences, and perhaps a concluding sentence.	organizes paragraphs using a topic sentence, supporting sentences, and a concluding sentence that results in an organized paragraph.	organizes well-crafted paragraphs using strong topic sentences, effective textual supports that explain the topic sentences, and a concluding sentence that summarizes the writing sample.



	Standard	Novice	Partially Proficient	Proficient	Advanced
<b>Writing and Language: Writing Process and Craft</b>					
Range	<p><b>5.W.6 Develop and strengthen writing utilizing the five steps as appropriate to task, purpose, and audience.</b></p> <p>a. Planning: Generate ideas and plan (For example: orally rehearse, mentally reflect, graphic organizer, peer feedback)</p> <p>b. Drafting: Develop writing from the planning process</p> <p>c. Revising: Improve writing by adding more details, deleting unnecessary wording or information, elaborating or combining sentences, rearranging sentences for clarity, or evaluating word choice</p> <p>d. Editing: Improve writing by using appropriate grade-level spelling, sentence writing, and grammar standards.</p> <p>e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.</p>	produces writing that shows insufficient planning, drafting, revising, and editing with no clear purpose or audience at the grade 5 level.	produces writing that shows limited planning, drafting, revising, and editing and may have an unclear purpose or audience at the grade 5 level.	produces writing that shows evidence of planning, drafting, revising, and editing and has a clear purpose for the intended audience at the grade 5 level.	produces writing that shows clear evidence of extensive planning, drafting, revising, and editing and has a clear purpose for the intended audience at the grade 5 level.
Range	<p><b>5.W.7 Write with intentional word choice that integrates emotion or figurative language to create a mood for the reader.</b></p>	attempts to compose a narrative response that uses limited, incorrect, missing figurative or specific language choices to create mood.	composes a narrative response that uses limited figurative or specific language choice, which may or may not create mood.	composes a narrative response that uses figurative or specific language choices to create mood.	composes a complete narrative response that uses strong figurative and specific language choices to create a clear and sustained mood.
<b>Writing and Language: Language Usage</b>					
Range	<p><b>5.L.1 Compose simple, compound, and complex sentences.</b></p> <p>a. Use independent and dependent clauses.</p> <p>b. Use quotation marks to indicate dialogue, quoted material, and titles of works.</p> <p>c. Use capitalization and punctuation mechanics mastered in previous grades.</p>	attempts to meet the basics of composing a variety of sentence types, clauses, and uses of quotation marks, as well as standard conventions of English as the grade 5 level	displays inconsistent ability to compose a variety of sentence types, clauses, and uses of quotation marks, as well as standard conventions of English as the grade 5 level	displays proficiency in the ability to compose a variety of sentence types, clauses, and uses of quotation marks, as well as standard conventions of English as the grade 5 level	displays the solid ability to compose a variety of sentence types, clauses, and uses of quotation marks, as well as standard conventions of English as the grade 5 level
Range	<p><b>5.L.2 Recognize and use previous grade levels' parts of speech in simple, compound, and complex sentences.</b></p> <p>a. Verb tenses (perfect and progressive)</p> <p>b. Relative pronouns</p> <p>c. Correlative conjunctions</p> <p>d. Clauses and phrases</p>	demonstrates a lack of or inconsistent understanding of various parts of speech and their function, including verb tenses, relative pronouns, correlative conjunctions, and clauses and phrases.	demonstrates a limited understanding of various parts of speech and their function, including verb tenses, relative pronouns, correlative conjunctions, and clauses and phrases.	demonstrates an understanding of various parts of speech and their function, including verb tenses, relative pronouns, correlative conjunctions, and clauses and phrases.	demonstrates a clear understanding of various parts of speech and their function, including verb tenses, relative pronouns, correlative conjunctions, and clauses and phrases, which enhance meaning and communication.



	Standard	Novice	Partially Proficient	Proficient	Advanced
Policy		<i>The Level 1 student is below partially proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student consistently performs below the standard for the grade level, is inconsistently able to access grade-level content and only engages with higher-order thinking skills with extensive support.</i>	<i>The Level 2 student is approaching proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student generally performs slightly below the standard for the grade level, is sometimes able to access grade-level content and engages in higher-order thinking skills with some independence and support.</i>	<i>The Level 3 student is proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student regularly performs at the standard for the grade level, is able to access grade-level content and engages in higher-order thinking skills with independence and minimal support.</i>	<i>The Level 4 student is highly proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student regularly performs independently or significantly above the standard for the grade level, is able to access above grade-level content and engages in higher-order thinking skills independently.</i>
	NEW ND Standard	The Level 1 student	The Level 2 student	The Level 3 student	The Level 4 student
<b>Reading Comprehension: Literary Text</b>					
Range	<b>6.R.2 Comprehend a variety of texts while developing inferences and providing supportive textual evidence.</b>	reads literary texts; is unable to identify inferences or cite textual evidence.	reads to comprehend literary texts; inconsistently identifies textual evidence to support what the literary text says explicitly; inferences are clear but not fully supported.	comprehends literary texts while developing inferences and providing supportive textual evidence.	reads closely to comprehend literary texts; cites strong textual evidence to support a complex inference or analysis of the text.
Range	<b>6.R.3b Summarize literary texts objectively, including relevant details.</b>	provides or attempts to provide a basic sequence of events of a text that includes personal opinions and judgments. Does not provide relevant details.	provides a summary of a text with some implied personal judgement or including too few relevant details.	provides a complete summary of the text void of personal judgments; includes accurate details that are relevant to the text.	provides a comprehensive summary of a text, void of personal judgments, includes details that demonstrate higher-level thinking skills.
Range	<b>6.R.4 Determine main idea(s), claim(s), or theme(s) and provide supporting textual evidence.</b>	unable to identify an explicit theme(s) of a text; provides little to no textual evidence for support.	inconsistently identifies an explicit theme(s) of a text; provides little or inaccurate textual evidence for support.	determines explicit theme(s) in a text and provides supporting textual evidence.	determines explicit and implicit theme(s) and explains how they are conveyed using textual evidence.
Range	<b>6.R.5 Determine the meaning of words and phrases used in the text, including figurative, denotative, and connotative meanings.</b>	identifies the denotative meaning of words and phrases as they are used in a text; unable to identify figurative or connotative meanings of words and phrases in a text.	determines denotative meanings; inaccurately or inconsistently identifies figurative and connotative meanings of words and phrases used in a text.	determines the meaning of words and phrases used in a text, including figurative, denotative, and connotative meanings.	determines the meaning of higher-level words and phrases used in a text, including figurative, denotative, and connotative meanings.
<b>Reading Comprehension: Informational Text</b>					
Range	<b>6.R.2 Comprehend a variety of texts while developing inferences and providing supportive textual evidence.</b>	reads informational texts; is unable to identify inferences or cite textual evidence.	reads to comprehend informational texts; inconsistently identifies textual evidence to support what the informational text says explicitly; inferences are clear but not fully supported.	comprehends informational texts while developing inferences and providing supportive textual evidence.	reads closely to comprehend informational texts; cites strong textual evidence to support a complex inference or analysis of the text.

	Standard	Novice	Partially Proficient	Proficient	Advanced
Range	<b>6.R.3a Summarize nonfiction texts objectively, including relevant details.</b>	provides or attempts to provide a basic summary which includes personal opinions and judgments. Does not provide relevant details.	provides a summary of a text with some implied personal judgement or including too few relevant details.	provides a complete summary of the text void of personal judgments; includes accurate details that are relevant to the text.	provides a comprehensive summary of a text, void of personal judgments, includes details that demonstrate higher-level thinking skills.
Range	<b>6.R.4 Determine main idea(s), claim(s), or theme(s) and provide supporting textual evidence.</b>	unable to identify an explicit main ideas(s) or claim(s) of a text; provides little to no textual evidence for support.	inconsistently identifies an explicit main ideas(s) or claim(s) of a text; provides little or inaccurate textual evidence for support.	determines explicit main ideas(s) or claim(s) in a text and provides supporting textual evidence.	determines explicit and implicit main ideas(s) or claim(s) and explains how they are conveyed using textual evidence.
Range	<b>6.R.5 Determine the meaning of words and phrases used in the text, including figurative, denotative, and connotative meanings.</b>	identifies the denotative meaning of words and phrases as they are used in a text; unable to identify figurative or connotative meanings of words and phrases as they are used in a text.	determines denotative meanings; inaccurately or inconsistently identifies figurative and connotative meanings of words and phrases as they are used in a text.	determines the meaning of words and phrases as they are used in a text, including figurative, denotative, and connotative meanings.	determines the meaning of higher-level words and phrases as they are used in a text, including figurative, denotative, and connotative meanings.
<b>Reading Text Analysis: Literary Text</b>					
Range	<b>6.R.6 Describe how a paragraph, chapter, stanza, or section fits into the overall structure of a text and contributes to the development of ideas</b>	inconsistently identifies how part of a text contributes to the overall structure or the development of ideas in a text.	shows partial understanding of how part of a text fits into the overall structure of a text and contributes to the development of ideas in a text.	describes how part of a text fits into the overall structure of a text and contributes to the development of ideas in a text.	analyzes and evaluates how part of a text affects the overall structure of a text and contributes to the development of ideas in a text.
Range	<b>6.R.7 Describe how an author uses figurative language and specific word choice to affect meaning in a text.</b>	unable to identify figurative language and specific word choice in a literary text and are unable to provide an analysis of how it affects meaning.	identifies figurative language in a literary text and provides a limited analysis of the impact of specific word choice on meaning and tone.	identifies and describes figurative language and specific word choice in a literary text; analyzes the impact of specific word choice on meaning and tone.	identifies and describes figurative language and specific word choice in a literary text; analyzes the meaning of words and phrases as they are used in a text including figurative and connotative meanings, and assesses their effectiveness; evaluates the impact of specific word choices on meaning and tone.



	Standard	Novice	Partially Proficient	Proficient	Advanced
Range	<b>6.R.8 Analyze a variety of fiction texts using textual evidence for support.</b> a. Describe how characters and the plot develop over the course of a text. b. Identify the point of view and describe how it affects the story. c. Describe how multiple works or genres address the same topic. d. Describe how an author's background and/or the time period affects the telling of a story.	uses textual evidence to inconsistently: a. identify the basic plot of a particular story and how the character(s) change; b. describe a narrator's or speaker's explicitly stated point of view in a text; c. make connections between multiple works or genres; d. show how an author's background/time period affects the telling of a story.	uses textual evidence to: a. identify the basic plot of a particular story and how the character(s) change; b. identify a narrator's or speaker's explicitly stated point of view in a text; c. identify connections between multiple works or genres, d. identify connections on how an author's background/time period affects the telling of a story.	analyzes the text and finds textual evidence to: a. explain plot elements of a story and how the character(s) change; b. explain how an author develops the point of view (e.g., first or third person narration, character's perspective) of the narrator or speaker in a text; c. describe connections between multiple works or genres; d. describe connections between how an author's background/time period affects the telling of a story.	analyzes the text and finds textual evidence to: a. evaluate plot elements of a story and details on how the character(s) change; b. evaluate how an author develops the point of view (e.g., first or third person narration, character's perspective) of the narrator or speaker in a text; c. describes complex connections between multiple works or genres; d. describes complex connections between how an author's background/time period affects the telling of a story.
<b>Reading Text Analysis: Informational Text</b>					
Range	<b>6.R.6 Describe how a paragraph, chapter, stanza, or section fits into the overall structure of a text and contributes to the development of ideas</b>	inconsistently identifies how part of a text contributes to the overall structure or the development of ideas in a text.	shows partial understanding of how part of a text fits into the overall structure of a text and contributes to the development of ideas in a text.	describes how part of a text fits into the overall structure of a text and contributes to the development of ideas in a text.	analyzes and evaluates how part of a text affects the overall structure of a text and contributes to the development of ideas in a text.
Range	<b>6.R.7 Describe how an author uses figurative language and specific word choice to affect meaning in a text.</b>	unable to identify figurative language and specific word choice in a literary text and are unable to provide an analysis of how it affects meaning.	identifies figurative language in a literary text and provides a limited analysis of the impact of specific word choice on meaning and tone.	identifies and describes figurative language and specific word choice in a literary text; analyzes the impact of specific word choice on meaning and tone.	identifies and describes figurative language and specific word choice in a literary text; analyzes the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and assesses their effectiveness; evaluates the impact of specific word choice on meaning and tone.
Range	<b>6.R.9 Analyze a variety of nonfiction texts using textual evidence for support.</b> a. Identify the author's point of view and purpose and describe how it influences the meaning of the text. b. Describe how various authors present information on similar topics.	uses text evidence to: a. identify how an author's explicitly stated point of view and purpose are conveyed in a text; b. identify the explicit similarities and differences in how various authors present information on similar topics. (e.g., a memoir by one person and a biography on the same person).	uses text evidence to: a. identify how an author's point of view and purpose are conveyed in a text; b. identify the similarities and differences in how various authors present information on similar topics. (e.g., a memoir by one person and a biography on the same person).	analyze a variety of nonfiction texts using text evidence to: a. explain how an author's point of view and purpose are conveyed in a text; b. describe how various authors present information on similar topics. (e.g., a memoir by one person and a biography on the same person).	analyze a variety of nonfiction texts using multiple pieces of text evidence to: a. evaluate an author's point of view and purpose in a text and explains how it is conveyed in the text; b. describe the impact of how various authors present information with different presentations.(e.g., a memoir by one person and a biography on the same person).



	Standard	Novice	Partially Proficient	Proficient	Advanced
Range	<b>6.IR.4 Analyze information from credible sources considering multiple perspectives.</b>	is unable to accurately a. identify how different information from credible sources is presented. b. locate information from credible sources c. identify multiple perspectives.	inconsistently a. identifies how different information from credible sources is presented. b. locates information from credible sources c. identifies multiple perspectives.	analyzes information from a credible source/sources to consider how different perspectives present the information.	analyzes information from a credible source(s) to evaluate how different perspectives present the information.
<b>Writing and Language: Text Types and Structure</b>					
Range	<b>6.W.1 Produce clear writing that is organized according to the task, purpose, and audience.</b>	produces writing in which the development and organization is insufficient and shows limited focus on task, purpose, and audience.	produces writing in which the development is inconsistent; organization is at times appropriate to the task, purpose, and audience.	produces writing in which the development and organization is clear; writing is appropriate to a range of tasks, purposes, and audiences.	produces clear and thoughtful writing in which the development and organization is optimal and appropriate to the task, purpose, while being engaging to the audience.
Range	<b>6.W.2 Write using a clear organizational structure incorporating an introduction, transitions, body paragraph(s), and a conclusion appropriate to the task.</b>	produces writing that: a. provides limited or no introduction of a topic; b. inconsistently organizes ideas, concepts, and information; c. lacks development and support of the topic, ideas lack elaboration or are repetitive d. uses basic or no transitions to connect relationships among ideas and concepts or transitions lack variety e. attempts to provide or provides an insufficient concluding statement or section that partially follows from the information or explanation presented.	produces writing that: a. introduces a topic; b. shows limited or basic organization of ideas, concepts, and information; c. relies too heavily on a single type of support to develop the topic such as; facts, definitions, concrete details, quotations, or other information and examples; support lacks connection to ideas d. lacks or shows inconsistent use of appropriate words, phrases, and clauses as transitions to connect the relationships among ideas and concepts; ideas lack elaboration e. provides a basic undeveloped concluding statement or section that follows from the information or explanation presented.	produces writing that: a. clearly introduces a topic; b. organizes ideas, concepts, and information; c. develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; d. uses appropriate words, phrases, and clauses as transitions to clarify the relationships among ideas and concepts; e. provides a concluding statement or section that follows from the information or explanation presented.	produces writing that: a. introduces the topic in a clear and engaging way; b. shows more sophisticated organization of ideas, concepts, and information; c. skillfully develops the topic with a variety of types of support such as: significant facts, definitions, concrete details, quotations, or other information and examples; d. uses a variety of thoughtfully chosen words, phrases, and clauses as transitions to clarify and elaborates on the relationships among ideas and concepts; e. provides a well-developed concluding statement or section that follows from the information or explanation presented.



	Standard	Novice	Partially Proficient	Proficient	Advanced
Range	<b>6.W.3 Write using informative/explanatory techniques to examine and convey complex ideas, concepts, and information utilizing different mediums when appropriate.</b>	writes very limited, undeveloped, or incomplete informative/explanatory texts to restate a topic and attempts to convey ideas, concepts, and information through the selection and limited organization of content.	writes underdeveloped informative/explanatory texts to explain a topic and convey basic ideas, concepts, and information through the selection and basic organization of relevant content.	writes clear informative/explanatory texts to examine a topic thoroughly and convey ideas, concepts, and relevant information through the selection, organization, and analysis of relevant content.	writes advanced informative/explanatory texts to examine a topic thoroughly and convey ideas, concepts, and relevant information through the selection, organization, and analysis of relevant content.
Range	<b>6.W.4 Write using argumentative techniques to develop claims using supporting evidence and logical reasoning.</b>	writes insufficient or limited arguments that a. attempt to or insufficiently introduce a claim(s)/thesis statement, b. lack evidence and logical reasons c. support lacks elaboration or connection to the claim d. uses sources poorly or adds non-textual evidence e. demonstrates a partial understanding of the topic or text. f. organization is inconsistent or not suited to the purpose of the text.	writes underdeveloped arguments that a. introduce a simple claim/thesis statement that may be a fact b. provides insufficient reasons and evidence for the claim(s), reasons and evidence may not connect to the claim c. support lacks elaboration, support may not connect or is illogical d. lacks full use of appropriate sources or relies on a single source e. demonstrates a basic understanding of the topic or text. f. demonstrates a basic organizational strategy.	writes arguments that a. introduce a clear claim(s)/thesis statement b. support claim(s) logically with clear reasons and relevant evidence, c. organizes and elaborates on the reasons and evidence clearly using credible sources and demonstrating an understanding of the topic or text.	writes a more sophisticated and engaging argument that a. introduces a claim(s)/thesis statement b. supports the claim(s) logically with clear reasons and relevant evidence, c. organizes and uses advanced reasoning to elaborate on the reasons and evidence clearly using credible sources and demonstrating a strong understanding of the topic or text.



	Standard	Novice	Partially Proficient	Proficient	Advanced
Range	<b>6.W.5 Write using narrative techniques to develop real or imagined experiences or events using well-chosen details and structured event sequences.</b>	writes an incomplete narrative because it lacks many of the following: a. a clear exposition (characters, setting, and conflict) b. characters that are clearly identified and demonstrate characterization c. rising action, climax, falling action, and resolution d. transitional language that moves the story forward.	writes an underdeveloped narrative that either lacks or does not fully evidence: a. a clear exposition (characters, setting, and conflict) b. characters that are clearly identified and demonstrate characterization c. a clear rising action, climax, falling action, and resolution d. sufficient transitional language to move the story forward.	writes a well-organized narrative that a. establishes a clear exposition (characters, setting, and conflict) b. has characters that are clearly identified and demonstrate characterization c. has a clear rising action, climax, falling action, and resolution d. uses sufficient transitional language to move the story forward.	writes a more sophisticated narrative that a. establishes a clear exposition (characters, setting, and conflict) b. has characters that are clearly identified and demonstrate more sophisticated characterization techniques such as dialogue, description, thoughts, feelings c. has a clear rising action, climax, falling action, and resolution d. uses more sophisticated transitional language and pacing to move the story forward and create suspense e. shows more impactful word choice
<b>Writing and Language: Writing Process and Craft</b>					
Range	<b>6.W.6 Develop and strengthen writing by planning, drafting, revising, and editing to provide clarity to the audience.</b>	insufficiently develops and strengthens writing through planning, drafting, revising, and editing to provide clarity to the audience.	limited ability to develop and strengthen writing through planning, drafting, revising, and editing to provide clarity to the audience.	develops and strengthens writing through planning, drafting, revising, and editing to provide clarity to the audience.	independently develops and strengthens writing through planning, drafting, revising, and editing to provide clarity to the audience and make the writing more engaging.
Range	<b>6.W.7 Produce writing that uses intentional word choice to match the writing purpose.</b>	Produces writing that shows a lack of control around word choice and which fails to match the writing purpose.	Produces writing that shows limited command of word choice and which does not always match the writing purpose.	Produces writing that uses intentional word choice to match the writing purpose.	Produces writing that uses more sophisticated word choice to more accurately match the writing purpose.
Range	<b>6.IR.2 Locate relevant information from a provided set of credible sources.</b>	Generally fails to locate relevant information from a provided set of credible sources.	Inconsistently locates relevant information from a provided set of credible sources.	Locates relevant information from a provided set of credible sources.	Locates relevant or implied information from a provided set of credible sources.



	Standard	Novice	Partially Proficient	Proficient	Advanced
Range	<p><b>6.IR.5 Integrate information from sources using a standardized format.</b>  <b>a. Reference sources when quoting, paraphrasing, and/or summarizing to avoid plagiarism.</b></p>	<p>does not integrate information smoothly and accurately from sources and does not use a standardized format.                      a. Generally fails to refer to source when quoting, paraphrasing, and/or summarizing to avoid plagiarism; sourcing is unclear.</p>	<p>integrates information with limited skill from sources and deviates from a standardized format.                      a. Inconsistently refers to sources when quoting, paraphrasing, and/or summarizing or fails to reference sources to avoid plagiarism.</p>	<p>integrates information from sources using a standardized format.                      a. Refers to sources when quoting, paraphrasing, and/or summarizing to avoid plagiarism.</p>	<p>integrates information seamlessly from sources using a standardized format.                      a. Uses various ways to refer to sources when quoting, paraphrasing, and/or summarizing to avoid plagiarism.</p>
<b>Writing and Language: Language Usage</b>					
Range	<p><b>6.L.1 Apply language knowledge for specific task, purpose, intention, and audience resolving issues of usage as needed.</b>  <b>a. Generate simple, compound, and complex sentences.</b>  <b>b. Recognize and correct inappropriate fragments and run-ons.</b>  <b>c. Use varying forms of punctuation accurately.</b>  <b>d. Follow standard grammar conventions mastered in previous grades.</b></p>	<p>rarely applies language knowledge for specific tasks, purposes, intentions, and audiences resolving issues of usage as needed. Rarely                      a. Generates simple, compound, and complex sentences.                      b. Recognizes and correct inappropriate fragments and run-ons.                      c. Uses varying forms of punctuation accurately.                      d. Follows standard grammar conventions mastered in previous grades.</p>	<p>inconsistently applies language knowledge for specific tasks, purposes, intentions, and audiences resolving issues of usage as needed. Inconsistently                      a. Generates simple, compound, and complex sentences.                      b. Recognizes and correct inappropriate fragments and run-ons.                      c. Uses varying forms of punctuation accurately.                      d. Follows standard grammar conventions mastered in previous grades.</p>	<p>applies language knowledge for specific tasks, purposes, intentions, and audiences resolving issues of usage as needed.                      a. Generates simple, compound, and complex sentences.                      b. Recognizes and corrects inappropriate fragments and run-ons.                      c. Uses varying forms of punctuation accurately.                      d. Follows standard grammar conventions mastered in previous grades.</p>	<p>consistently applies more sophisticated language knowledge for specific tasks, purposes, intentions, and audiences resolving issues of usage as needed. Consistently                      a. Generates simple, compound, and complex sentences.                      b. Recognizes and corrects inappropriate fragments and run-ons.                      c. Uses varying forms of punctuation accurately.                      d. Follows standard grammar conventions mastered in previous grades.</p>



	Standard	Novice	Partially Proficient	Proficient	Advanced
Policy		<i>The Level 1 student is below partially proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student consistently performs below the standard for the grade level, is inconsistently able to access grade-level content and only engages with higher-order thinking skills with extensive support.</i>	<i>The Level 2 student is approaching proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student generally performs slightly below the standard for the grade level, is sometimes able to access grade-level content and engages in higher-order thinking skills with some independence and support.</i>	<i>The Level 3 student is proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student regularly performs at the standard for the grade level, is able to access grade-level content and engages in higher-order thinking skills with independence and minimal support.</i>	<i>The Level 4 student is highly proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student regularly performs independently or significantly above the standard for the grade level, is able to access above grade-level content and engages in higher-order thinking skills independently.</i>
	NEW ND Standard	The Level 1 student	The Level 2 student	The Level 3 student	The Level 4 student
<b>Reading Comprehension: Literary Text</b>					
Range	<b>7.R.2 Comprehend a variety of texts while developing inferences and providing supportive textual evidence and reasoning.</b>	reads literary texts; is unable to identify inferences or cite textual evidence and reasoning.	reads to comprehend literary texts; inconsistently identifies textual evidence and reasoning to support what the literary text says explicitly; inferences are clear but not fully supported.	reads closely to comprehend literary texts; cites textual evidence and reasoning to support what the text says explicitly; inferences are clear and fully supported.	reads closely to comprehend literary texts; cites strong textual evidence and reasoning to support a complex inference or analysis of the text.
Range	<b>7.R.3b Summarize and/or paraphrase literary texts objectively, including relevant details, and avoiding unnecessary information.</b>	attempts to paraphrase or provide a basic sequence of events of a text and which includes personal opinions and judgments. Does not provide relevant details. Includes unnecessary information.	paraphrases or provides a summary of a text with some implied personal judgement or including too few relevant details. May include unnecessary information.	provides a paraphrase or a complete summary of the text void of personal judgments; includes accurate details that are relevant to the text and avoids unnecessary information.	paraphrases or provides a comprehensive summary of a text, void of personal judgments, includes details that demonstrate higher-level thinking skills and avoids unnecessary information.
Range	<b>7.R.4 Determine main idea(s), claim(s), or theme(s) and provide supporting textual evidence and reasoning.</b>	unable to identify an explicit main idea(s) or theme(s) of a text; provides little to no textual evidence or reasoning for support.	inconsistently identifies an explicit main idea(s) or theme(s) of a text; provides little or inaccurate textual evidence or reasoning for support.	determines explicit main idea(s) or theme(s) in a text and provides supporting textual evidence and reasoning.	determines explicit and implicit main idea(s) or theme(s) and explains how they are conveyed using textual evidence and in depth reasoning.
Range	<b>7.R.5 Determine the meaning and purpose of words and phrases as they contribute to the text, including figurative, denotative, and connotative meanings.</b>	identifies the denotative meaning of words and phrases as they are used in a text; unable to identify the purpose for or the figurative or connotative meanings of words and phrases as they are used in a text or how they contribute to a text.	determines denotative meanings; inaccurately or inconsistently identifies the purpose for or the figurative and connotative meanings of words and phrases as they are used in a text or how they contribute to a text.	determines the meaning and purpose of words and phrases as they are used in a text, including figurative, denotative, and connotative meanings and how they contribute to the text.	analyzes the meaning and purpose of higher-level words and phrases as they are used in a text, including figurative, denotative, and connotative meanings and how they contribute to the text.

	Standard	Novice	Partially Proficient	Proficient	Advanced
<b>Reading Comprehension: Informational Text</b>					
Range	<b>7.R.2 Comprehend a variety of texts while developing inferences and providing supportive textual evidence and reasoning.</b>	reads informational texts; is unable to identify inferences or cite textual evidence and reasoning	reads to comprehend informational texts; inconsistently identifies textual evidence and reasoning to support what the informational text says explicitly; inferences are clear but not fully supported.	reads closely to comprehend informational texts; cites textual evidence and reasoning to support what the text says explicitly; inferences are clear and fully supported.	reads closely to comprehend informational texts; cites strong textual evidence and reasoning to support a complex inference or analysis of the text.
Range	<b>7.R.3a Summarize and/or paraphrase nonfiction texts objectively, including relevant details, and avoiding unnecessary information.</b>	attempts to paraphrase or provide a basic sequence of events of a text and which includes personal opinions and judgments. Does not provide relevant details. Includes unnecessary information .	paraphrases or provides a summary of a text with some implied personal judgement or including too few relevant details. May include unnecessary information .	provides a paraphrase or a complete summary of the text void of personal judgments; includes accurate details that are relevant to the text and avoids unnecessary information.	paraphrases or provides a comprehensive summary of a text, void of personal judgments, includes details that demonstrate higher-level thinking skills and avoids unnecessary information.
Range	<b>7.R.4 Determine main idea(s), claim(s), or theme(s) and provide supporting textual evidence and reasoning.</b>	unable to identify an explicit main ideas(s) or claim(s) of a text; provides little to no textual evidence or reasoning for support.	inconsistently identifies an explicit main ideas(s) or claim(s) of a text; provides little or inaccurate textual evidence or reasoning for support.	determines explicit main ideas(s) or claim(s) in a text and provides supporting textual evidence and reasoning.	determines explicit and implicit main ideas(s) or claim(s) and explains how they are conveyed using textual evidence and in depth reasoning.
Range	<b>7.R.5 Determine the meaning and purpose of words and phrases as they contribute to the text, including figurative, denotative, and connotative meanings.</b>	identifies the denotative meaning of words and phrases as they are used in a text; unable to identify the purpose for or the figurative or connotative meanings of words and phrases as they are used in a text or how they contribute to a text.	determines denotative meanings; inaccurately or inconsistently identifies the purpose for or the figurative and connotative meanings of words and phrases as they are used in a text or how they contribute to a text.	determines the meaning and purpose of words and phrases as they are used in a text, including figurative, denotative, and connotative meanings and how they contribute to the text.	analyzes the meaning and purpose of higher-level words and phrases as they are used in a text, including figurative, denotative, and connotative meanings and how they contribute to the text.
<b>Reading Text Analysis: Literary Text</b>					
Range	<b>7.R.6 Analyze the structure an author uses to organize a text, including how the major sections or stanzas contribute to the whole and to the development of the ideas and the overall purpose of the text.</b>	can inconsistently identify how part of a text contributes to the overall structure or the development of ideas in a text.	shows partial understanding of how part of a text fits into the overall structure of a text and contributes to the development of ideas in a text.	analyzes how part of a text affects the overall structure of a text and contributes to the purpose and development of ideas in a text.	evaluates how part of a text affects the overall structure of a text and contributes to the purpose and development of ideas in a text.
Range	<b>7.R.7 Analyze how an author uses figurative language and specific word choice to affect meaning in a text</b>	unable to or inconsistently identifies how an author uses figurative language and specific word choice in a literary text and provides a limited or inaccurate analysis of how it affects meaning.	identifies how an author uses figurative language in a literary text and provides an inconsistently accurate analysis of the impact of specific word choice on meaning and tone.	analyzes how an author uses figurative language and specific word choice in a literary text; analyzes the impact of specific word choice on meaning and tone.	evaluates how an author uses figurative language and specific word choice in a literary text; analyzes the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and assesses their effectiveness; evaluates the impact of specific word choice on meaning and tone.



	Standard	Novice	Partially Proficient	Proficient	Advanced
Range	<p><b>7.R.8 Analyze a variety of fiction texts using textual evidence for support.</b></p> <p>a. Analyze how characters and the plot develop over the course of a text and help to develop the theme(s).</p> <p>b. Analyze the point of view and describe how it affects the story.</p> <p>c. Describe how multiple works or genres address the same topic.</p> <p>d. Describe how an author's background and/or time period affects the telling of a story.</p>	<p>uses textual evidence to inconsistently:</p> <p>a. identify the basic plot of a particular story and how the character(s) change;</p> <p>b. describe a narrator's or speaker's explicitly stated point of view in a text;</p> <p>c. make connections between multiple works or genres;</p> <p>d. show how an author's background/time period affects the telling of a story.</p>	<p>uses textual evidence to:</p> <p>a. describe the basic plot of a particular story and how the character(s) change;</p> <p>b. describe a narrator's or speaker's explicitly stated point of view in a text;</p> <p>c. describe connections between multiple works or genres,</p> <p>d. describe connections on how an author's background/time period affects the telling of a story.</p>	<p>analyzes the text and finds textual evidence to:</p> <p>a. analyze plot elements of a story and how the character(s) change;</p> <p>b. analyze how an author develops the point of view (e.g., first or third person narration, character's perspective) of the narrator or speaker in a text;</p> <p>c. describe connections between multiple works or genres;</p> <p>d. describe connections between how an author's background/time period affects the telling of a story.</p>	<p>analyzes the text and finds textual evidence to:</p> <p>a. evaluate plot elements of a story and details on how the character(s) change;</p> <p>b. evaluate how an author develops the point of view (e.g., first or third person narration, character's perspective) of the narrator or speaker in a text;</p> <p>c. analyzes complex connections between multiple works or genres;</p> <p>d. analyzes complex connections between how an author's background/time period affects the telling of a story.</p>
<b>Reading Text Analysis: Informational Text</b>					
Range	<p><b>7.R.6 Analyze the structure an author uses to organize a text, including how the major sections or stanzas contribute to the whole and to the development of the ideas and the overall purpose of the text.</b></p>	<p>can inconsistently identify how part of a text contributes to the overall structure or the development of ideas in a text.</p>	<p>shows partial understanding of how part of a text fits into the overall structure of a text and contributes to the development of ideas in a text.</p>	<p>analyzes how part of a text affects the overall structure of a text and contributes to the purpose and development of ideas in a text.</p>	<p>evaluates how part of a text affects the overall structure of a text and contributes to the purpose and development of ideas in a text.</p>
Range	<p><b>7.R.7 Analyze how an author uses figurative language and specific word choice to affect meaning in a text</b></p>	<p>unable to or inconsistently identifies how an author uses figurative language and specific word choice in a literary text and provides a limited or inaccurate analysis of how it affects meaning.</p>	<p>identifies how an author uses figurative language in a literary text and provides an inconsistently accurate analysis of the impact of specific word choice on meaning and tone.</p>	<p>analyzes how an author uses figurative language and specific word choice in a literary text; analyzes the impact of specific word choice on meaning and tone.</p>	<p>evaluates how an author uses figurative language and specific word choice in a literary text; analyzes the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and assesses their effectiveness; evaluates the impact of specific word choice on meaning and tone.</p>
Range	<p><b>7.R.9 Analyze a variety of nonfiction texts using textual evidence for support.</b></p> <p>a. Identify the author's point of view and purpose and describe how it influences the meaning of the text.</p> <p>b. Analyze how various authors present information on similar topics.</p>	<p>uses text evidence to:</p> <p>a. identify how an author's explicitly stated point of view and purpose are conveyed in a text;</p> <p>b. identify the explicit similarities and differences in how various authors present information on similar topics. (e.g., a memoir by one person and a biography on the same person).</p>	<p>uses text evidence to:</p> <p>a. identify how an author's point of view and purpose are conveyed in a text;</p> <p>b. identify the similarities and differences in how various authors present information on similar topics. (e.g., a memoir by one person and a biography on the same person).</p>	<p>analyzes a variety of nonfiction texts using text evidence to:</p> <p>a. explain how an author's point of view and purpose are conveyed in a text;</p> <p>b. describe how various authors present information on similar topics. (e.g., a memoir by one person and a biography on the same person).</p>	<p>analyzes a variety of nonfiction texts using multiple pieces of text evidence to:</p> <p>a. evaluate an author's point of view and purpose in a text and explain how it is conveyed in the text;</p> <p>b. describe the impact of how various authors present information with different presentations. (e.g., a memoir by one person and a biography of the same person).</p>

	Standard	Novice	Partially Proficient	Proficient	Advanced
Range	<b>7.IR.4 Analyze information from credible sources considering multiple perspectives and identifying biases.</b>	is unable to accurately a. identify how different information from credible sources is presented. b. locate information from credible sources c. identify multiple perspectives. d. identify bias	inconsistently a. identifies how information from credible sources is presented b. locates information from credible sources to identify multiple perspectives c. identifies bias	analyzes information from credible sources considering multiple perspectives and identifying biases.	analyzes information from credible sources to evaluate how different perspectives present the information. Identifies and analyzes bias.
<b>Writing and Language: Text Types and Structure</b>					
Range	<b>7.W.1 Produce clear and coherent writing that is organized according to the task, purpose, and audience.</b>	produces writing in which the development and organization is insufficiently clear and coherent and shows limited focus on task, purpose, and audience.	produces writing in which the development is inconsistently clear and coherent; organization is at times appropriate to the task, purpose, and audience.	produces writing in which the development and organization is clear and coherent; writing is organized to a range of tasks, purposes, and audiences.	produces clear, coherent, and thoughtful writing in which the development and organization is optimal and appropriate to the task, purpose, while being engaging to the audience.
Range	<b>7.W.2 Write using a clear organizational structure that incorporates an introduction, transitions, body paragraph(s), and a conclusion appropriate to the task.</b>	produces writing that: a. provides limited or no introduction of a topic; b. inconsistently organizes ideas, concepts, and information; c. lacks development and support of the topic, ideas lack elaboration or are repetitive d. uses basic or no transitions to connect relationships among ideas and concepts or transitions lack variety e. attempts to provide or provides an insufficient concluding statement or section that partially follows from the information or explanation presented.	produces writing that: a. introduces a topic; b. shows limited or basic organization of ideas, concepts, and information; c. relies too heavily on a single type of support to develop the topic such as; facts, definitions, concrete details, quotations, or other information and examples; support lacks connection to ideas d. lacks or shows inconsistent use of appropriate words, phrases, and clauses as transitions to connect the relationships among ideas and concepts; ideas lack elaboration e. provides a basic undeveloped concluding statement or section that follows from the information or explanation presented.	produces writing that: a. clearly introduces a topic; b. organizes ideas, concepts, and information; c. develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; d. uses appropriate words, phrases, and clauses as transitions to clarify the relationships among ideas and concepts; e. provides a concluding statement or section that follows from the information or explanation presented.	produces writing that: a. introduces the topic in a clear and engaging way; b. shows more sophisticated organization of ideas, concepts, and information; c. skillfully develops the topic with a variety of types of support such as: significant facts, definitions, concrete details, quotations, or other information and examples; d. uses a variety of thoughtfully chosen words, phrases, and clauses as transitions to clarify and elaborates on the relationships among ideas and concepts; e. provides a well-developed concluding statement or section that follows from the information or explanation presented.
Range	<b>7.W.3 Write using informative/ explanatory techniques to examine and convey complex ideas, concepts, and information utilizing different mediums when appropriate.</b>	writes very limited, undeveloped, or incomplete informative/explanatory texts to restate a topic and attempts to convey ideas, concepts, and information through the selection and limited organization of content.	writes underdeveloped informative/explanatory texts to explain a topic and convey basic ideas, concepts, and information through the selection and basic organization of relevant content.	writes clear informative/explanatory texts to examine a topic thoroughly and convey ideas, concepts, and relevant information through the selection, organization, and analysis of relevant content.	writes advanced informative/explanatory texts to examine a topic thoroughly and convey ideas, concepts, and relevant information through the selection, organization, and analysis of relevant content.

	Standard	Novice	Partially Proficient	Proficient	Advanced
Range	<b>7.W.4 Write using argumentative techniques to develop claims using supportive evidence and logical reasoning, acknowledging counterclaims when applicable.</b>	writes insufficient or limited arguments that a. attempt to or insufficiently introduce a claim(s)/thesis statement, b. lack evidence and logical reasons c. support lacks elaboration or connection to the claim d. uses sources poorly or adds non-textual evidence e. demonstrates a partial understanding of the topic or text. f. fail to acknowledge counterclaims when applicable. g. organization is inconsistent or not suited to purpose	writes underdeveloped arguments that a. introduce a simple claim/thesis statement that may be a fact b. provides insufficient reasons and evidence for the claim(s), reasons and evidence may not connect to the claim c. support lacks elaboration, support may not connect or is illogical d. lacks full use of appropriate sources or relies on a single source e. demonstrates a basic understanding of the topic or text. f. inconsistently identifies counterclaims when applicable g. demonstrates and basic organizational strategy	writes arguments that a. introduce a clear claim(s)/thesis statement b. support claim(s) logically with clear reasons and relevant evidence, c. organizes and elaborates on the reasons and evidence clearly using credible sources and demonstrating an understanding of the topic or text. d. acknowledges counterclaims when applicable	writes a more sophisticated and engaging argument that a. introduces a claim(s)/thesis statement b. supports the claim(s) logically with clear reasons and relevant evidence, c. organizes and uses advanced reasoning to elaborate on the reasons and evidence clearly using credible sources and demonstrating a strong understanding of the topic or text d. address counterclaims when applicable
Range	<b>7.W.5 Write using narrative techniques to develop real or imagined experiences or events using well-chosen details and structured event sequences.</b>	writes an incomplete narrative because it lacks many of the following: a. a clear exposition (characters, setting, and conflict) b. characters that are clearly identified and demonstrate characterization c. rising action, climax, falling action, and resolution d. transitional language that moves the story forward.	writes an underdeveloped narrative that either lacks or does not fully evidence: a. a clear exposition (characters, setting, and conflict) b. characters that are clearly identified and demonstrate characterization c. a clear rising action, climax, falling action, and resolution d. sufficient transitional language to move the story forward.	writes a well-organized narrative that a. establishes a clear exposition (characters, setting, and conflict) b. has characters that are clearly identified and demonstrate characterization c. has a clear rising action, climax, falling action, and resolution d. uses sufficient transitional language to move the story forward.	writes a more sophisticated narrative that a. establishes a clear exposition (characters, setting, and conflict) b. has characters that are clearly identified and demonstrate more sophisticated characterization techniques such as dialogue, description, thoughts, feelings c. has a clear rising action, climax, falling action, and resolution d. uses more sophisticated transitional language and pacing to move the story forward and create suspense e. shows more impactful word choice
<b>Writing and Language: Writing Process and Craft</b>					
Range	<b>7.W.6 Develop and strengthen writing by planning, drafting, revising, and editing to address specific purposes for the genre and audience.</b>	insufficiently develops and strengthens writing through planning, drafting, revising, and editing. Insufficiently revises writing to address specific purposes of either the genre or the audience.	limited ability to develop and strengthen writing through planning, drafting, revising, and editing. Limited ability to revise writing to address specific purposes of either the genre or the audience.	develops and strengthens writing through planning, drafting, revising, and editing to address specific purposes for the genre and audience.	independently develops and strengthens writing through planning, drafting, revising, and editing to address specific purposes for the genre and audience.
Range	<b>7.W.7 Produce writing that uses intentional word choice to match the writing purpose.</b>	produces writing that shows a lack of control around word choice and which fails to match the writing purpose.	produces writing that shows limited command of word choice and which does not always match the writing purpose.	produces writing that uses intentional word choice to match the writing purpose.	produces writing that uses more sophisticated word choice to match the writing purpose.



	Standard	Novice	Partially Proficient	Proficient	Advanced
	<b>7.IR.2 Locate relevant information from a variety of credible sources.</b>	generally fails to locate relevant information from a provided set of credible sources.	inconsistently locates relevant information from a provided set of credible sources.	locates relevant information from a provided set of credible sources.	locates relevant or implied information from a provided set of credible sources.
	<b>7.IR.5 Integrate information from sources using a standardized format.</b> <b>a. Reference sources when quoting, paraphrasing, and/or summarizing to avoid plagiarism.</b>	does not integrate information smoothly and accurately from sources and does not use a standardized format. a. Generally fails to refer to source when quoting, paraphrasing, and/or summarizing to avoid plagiarism; sourcing is unclear.	integrates information with limited skill from sources and deviates from a standardized format. a. Inconsistently refers to sources when quoting, paraphrasing, and/or summarizing or fails to reference sources to avoid plagiarism.	integrates information from sources using a standardized format. a. Refers to sources when quoting, paraphrasing, and/or summarizing to avoid plagiarism.	integrates information seamlessly from sources using a standardized format. a. Uses various ways to refer to sources when quoting, paraphrasing, and/or summarizing to avoid plagiarism.
<b>Writing and Language: Language Usage</b>					
Range	<b>7.L.1 Apply knowledge of the language for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</b> <b>a. Use simple, compound, and complex sentences to add variety and interest.</b> <b>b. Recognize and correct inappropriate fragments and run-ons.</b> <b>c. Use varying forms of punctuation accurately.</b> <b>d. Follow rules of agreement (e.g., subject/verb and pronoun/antecedent)</b> <b>e. Follow standard grammar conventions mastered in previous grades.</b>	rarely applies language knowledge for specific tasks, purposes, intentions, and audiences resolving issues of usage as needed. Rarely a. Uses simple, compound, and complex sentences. b. Recognizes and correct inappropriate fragments and run-ons. c. Uses varying forms of punctuation accurately. d. Follow rules of agreement (e.g., subject/verb and pronoun/antecedent) d. Follows standard grammar conventions mastered in previous grades.	inconsistently applies language knowledge for specific tasks, purposes, intentions, and audiences resolving issues of usage as needed. Inconsistently a. Use simple, compound, and complex sentences. b. Recognizes and correct inappropriate fragments and run-ons. c. Uses varying forms of punctuation accurately. d. Follow rules of agreement (e.g., subject/verb and pronoun/antecedent) d. Follows standard grammar conventions mastered in previous grades.	applies language knowledge for specific tasks, purposes, intentions, and audiences resolving issues of usage as needed. a. Uses simple, compound, and complex sentences. b. Recognizes and corrects inappropriate fragments and run-ons. c. Uses varying forms of punctuation accurately. d. Follow rules of agreement (e.g., subject/verb and pronoun/antecedent) e. Follows standard grammar conventions mastered in previous grades.	consistently applies more sophisticated language knowledge for specific tasks, purposes, intentions, and audiences resolving issues of usage as needed. Consistently a. Uses simple, compound, and complex sentences. b. Recognizes and corrects inappropriate fragments and run-ons. c. Uses varying forms of punctuation accurately. d. Follow rules of agreement (e.g., subject/verb and pronoun/antecedent) e. Follows standard grammar conventions mastered in previous grades.





	Standard	Novice	Partially Proficient	Proficient	Advanced
Policy		<i>The Level 1 student is below partially proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student consistently performs below the standard for the grade level, is inconsistently able to access grade-level content and only engages with higher-order thinking skills with extensive support.</i>	<i>The Level 2 student is approaching proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student generally performs slightly below the standard for the grade level, is sometimes able to access grade-level content and engages in higher-order thinking skills with some independence and support.</i>	<i>The Level 3 student is proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student regularly performs at the standard for the grade level, is able to access grade-level content and engages in higher-order thinking skills with independence and minimal support.</i>	<i>The Level 4 student is highly proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student regularly performs independently or significantly above the standard for the grade level, is able to access above grade-level content and engages in higher-order thinking skills independently.</i>
	NEW ND Standard	The Level 1 student	The Level 2 student	The Level 3 student	The Level 4 student
<b>Reading Comprehension: Literary Text</b>					
Range	<b>8.R.2 Comprehend a variety of texts while developing inferences and providing relevant textual evidence and reasoning.</b>	reads literary texts; is unable to identify inferences or cite textual evidence and reasoning	reads to comprehend literary texts; inconsistently identifies textual evidence and reasoning to support what the literary text says explicitly; inferences are clear but not fully supported.	reads closely to comprehend literary texts; cites textual evidence and reasoning to support what the text says explicitly; inferences are clear and fully supported.	reads closely to comprehend literary texts; cites strong textual evidence and reasoning to support a complex inference or analysis of the text.
Range	<b>8.R.3b Summarize and/or paraphrase literary texts objectively, including relevant details, and avoiding unnecessary information</b>	attempts to paraphrase or provide a basic sequence of events of a text and which includes personal opinions and judgments. Does not provide relevant details. Includes unnecessary information .	paraphrases or provides a summary of a text with some implied personal judgement or including too few relevant details. May include unnecessary information .	provides a paraphrase or a complete summary of the text void of personal judgments; includes accurate details that are relevant to the text and avoids unnecessary information.	paraphrases or provides a comprehensive summary of a text, void of personal judgments, includes details that demonstrate higher-level thinking skills and avoids unnecessary information.
Range	<b>8.R.4 Determine main idea(s), claim(s), and theme(s) and provide relevant textual evidence and supportive reasoning.</b>	unable to identify an explicit main ideas(s) or theme(s) of a text; provides little to no textual evidence or reasoning for support.	inconsistently identifies an explicit main ideas(s) or theme(s) of a text; provides little or inaccurate textual evidence or reasoning for support.	determines explicit main ideas(s) or theme(s) in a text and provides supporting textual evidence and reasoning.	determines explicit and implicit main ideas(s) or theme(s) and explains how they are conveyed using textual evidence and in depth reasoning.
Range	<b>8.R.5 Determine the meaning and purpose of words and phrases as they contribute to the text, including figurative, denotative, and connotative meanings.</b>	identifies the denotative meaning of words and phrases as they are used in a text; unable to identify the purpose for or the figurative or connotative meanings of words and phrases as they are used in a text or how they contribute to a text.	determines denotative meanings; inaccurately or inconsistently identifies the purpose for or the figurative and connotative meanings of words and phrases as they are used in a text or how they contribute to a text.	determines the meaning and purpose of words and phrases as they are used in a text, including figurative, denotative, and connotative meanings and how they contribute to the text.	analyzes the meaning and purpose of higher-level words and phrases as they are used in a text, including figurative, denotative, and connotative meanings and how they contribute to the text.

	Standard	Novice	Partially Proficient	Proficient	Advanced
<b>Reading Comprehension: Informational Text</b>					
Range	<b>8.R.2 Comprehend a variety of texts while developing inferences and providing relevant textual evidence and reasoning.</b>	reads informational texts; is unable to identify inferences or cite textual evidence and reasoning	reads to comprehend informational texts; inconsistently identifies textual evidence and reasoning to support what the informational text says explicitly; inferences are clear but not fully supported.	reads closely to comprehend informational texts; cites textual evidence and reasoning to support what the text says explicitly; inferences are clear and fully supported.	reads closely to comprehend informational texts; cites strong textual evidence and reasoning to support a complex inference or analysis of the text.
Range	<b>8.R.3a Summarize and/or paraphrase nonfiction texts objectively, including relevant details, and avoiding unnecessary information.</b>	attempts to paraphrase or provide a basic sequence of events of a text and which includes personal opinions and judgments. Does not provide relevant details. Includes unnecessary information .	paraphrases or provides a summary of a text with some implied personal judgement or including too few relevant details. May include unnecessary information .	provides a paraphrase or a complete summary of the text void of personal judgments; includes accurate details that are relevant to the text and avoids unnecessary information.	paraphrases or provides a comprehensive summary of a text, void of personal judgments, includes details that demonstrate higher-level thinking skills and avoids unnecessary information.
Range	<b>8.R.4 Determine main idea(s), claim(s), and theme(s) and provide relevant textual evidence and supportive reasoning.</b>	unable to identify an explicit main ideas(s) or claim(s) of a text; provides little to no textual evidence or reasoning for support.	inconsistently identifies an explicit main ideas(s) or claim(s) of a text; provides little or inaccurate textual evidence or reasoning for support.	determines explicit main ideas(s) or claim(s) in a text and provides supporting textual evidence and reasoning.	determines explicit and implicit main ideas(s) or claim(s) and explains how they are conveyed using textual evidence and in depth reasoning.
Range	<b>8.R.5 Determine the meaning and purpose of words and phrases as they contribute to the text, including figurative, denotative, and connotative meanings.</b>	identifies the denotative meaning of words and phrases as they are used in a text; unable to identify the purpose for or the figurative or connotative meanings of words and phrases as they are used in a text or how they contribute to a text.	determines denotative meanings; inaccurately or inconsistently identifies the purpose for or the figurative and connotative meanings of words and phrases as they are used in a text or how they contribute to a text.	determines the meaning and purpose of words and phrases as they are used in a text, including figurative, denotative, and connotative meanings and how they contribute to the text.	analyzes the meaning and purpose of higher-level words and phrases as they are used in a text, including figurative, denotative, and connotative meanings and how they contribute to the text.
<b>Reading Text Analysis: Literary Text</b>					
Range	<b>8.R.6 Analyze the structure an author uses to organize a text, including how sections, paragraphs, stanzas, and/or particular sentences contribute to the development of ideas and the overall purpose of the text.</b>	can inconsistently identify how the structure an author uses to organize a text, including how sections, paragraphs, stanzas, and/or particular sentences contribute to the development of ideas and the overall purpose of the text.	shows partial understanding of how the structure an author uses to organize a text, including how sections, paragraphs, stanzas, and/or particular sentences contribute to the development of ideas and the overall purpose of the text.	analyze the structure an author uses to organize a text, including how sections, paragraphs, stanzas, and/or particular sentences contribute to the development of ideas and the overall purpose of the text.	evaluates how the structure an author uses to organize a text, including how sections, paragraphs, stanzas, and/or particular sentences contribute to the development of ideas and the overall purpose of the text.
Range	<b>8.R.7 Analyze how an author uses figurative language and specific word choice to affect meaning and tone</b>	unable to or inconsistently identifies how an author uses figurative language and specific word choice in a literary text and provides a limited or inaccurate analysis of how it affects meaning and tone.	identifies how an author uses figurative language in a literary text and provides an inconsistently accurate analysis of the impact of specific word choice on meaning and tone.	analyzes how an author uses figurative language and specific word choice in a literary text; analyzes the impact of specific word choice on meaning and tone.	evaluates how an author uses figurative language and specific word choice in a literary text; analyzes the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and assesses their effectiveness; evaluates the impact of specific word choice on meaning and tone.



	Standard	Novice	Partially Proficient	Proficient	Advanced
Range	<p><b>8.R.8 Analyze a variety of fiction texts using textual evidence for support.</b></p> <p>a. Analyze how characters and the plot develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).</p> <p>b. Analyze how a story's point of view affects the overall meaning of the text.</p> <p>c. Analyze how multiple works or genres address the same topic.</p> <p>d. Analyze how an author's background, environment, time period, and/or culture affects the telling of a story.</p>	<p>limited ability to use textual evidence to:</p> <p>a. identify how the characters and plot develop over the course of the text, interact with other elements, and advance the plot or develop the theme.</p> <p>b. identify how a story's point of view affects the overall meaning of the text.</p> <p>c. identify how multiple works or genres address the same topic.</p> <p>d. identify how an author's background, environment, time period, and/or culture affects the telling of a story.</p>	<p>inconsistently uses textual evidence to:</p> <p>a. describe how the characters and plot develop over the course of the text, interact with other elements, and advance the plot or develop the theme.</p> <p>b. describe how a story's point of view affects the overall meaning of the text.</p> <p>c. describe how multiple works or genres address the same topic.</p> <p>d. describe how an author's background, environment, time period, and/or culture affects the telling of a story.</p>	<p>analyzes a variety of fiction texts and uses textual evidence to:</p> <p>a. analyze how the characters and plot develop over the course of the text, interact with other elements, and advance the plot or develop the theme.</p> <p>b. Analyze how a story's point of view affects the overall meaning of the text.</p> <p>c. Analyze how multiple works or genres address the same topic.</p> <p>d. Analyze how an author's background, environment, time period, and/or culture affects the telling of a story.</p>	<p>analyzes a variety of fiction texts and uses textual evidence to:</p> <p>a. evaluate how the characters and plot develop over the course of the text, interact with other elements, and advance the plot or develop the theme.</p> <p>b. evaluate how a story's point of view affects the overall meaning of the text.</p> <p>c. evaluate how multiple works or genres address the same topic.</p> <p>d. evaluate how an author's background, environment, time period, and/or culture affects the telling of a story.</p>
<b>Reading Text Analysis: Informational Text</b>					
Range	<p><b>8.R.6 Analyze the structure an author uses to organize a text, including how sections, paragraphs, stanzas, and/or particular sentences contribute to the development of ideas and the overall purpose of the text.</b></p>	<p>Inconsistently identifies how the structure an author uses to organize a text, including how sections, paragraphs, stanzas, and/or particular sentences contribute to the development of ideas and the overall purpose of the text.</p>	<p>Shows partial understanding of how the structure an author uses to organize a text, including how sections, paragraphs, stanzas, and/or particular sentences contribute to the development of ideas and the overall purpose of the text.</p>	<p>Analyzes how the structure an author uses to organize a text, including how sections, paragraphs, stanzas, and/or particular sentences contribute to the development of ideas and the overall purpose of the text.</p>	<p>Evaluates how the structure an author uses to organize a text, including how sections, paragraphs, stanzas, and/or particular sentences contribute to the development of ideas and the overall purpose of the text.</p>
Range	<p><b>8.R.7 Analyze how an author uses figurative language and specific word choice to affect meaning and tone</b></p>	<p>unable to or inconsistently identifies how an author uses figurative language and specific word choice in a literary text and provides a limited or inaccurate analysis of how it affects meaning and tone.</p>	<p>identifies how an author uses figurative language in a literary text and provides an inconsistently accurate analysis of the impact of specific word choice on meaning and tone.</p>	<p>analyzes how an author uses figurative language and specific word choice in a literary text; analyzes the impact of specific word choice on meaning and tone.</p>	<p>evaluates how an author uses figurative language and specific word choice in a literary text; analyzes the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and assesses their effectiveness; evaluates the impact of specific word choice on meaning and tone.</p>

	Standard	Novice	Partially Proficient	Proficient	Advanced
Range	<b>8.R.9 Analyze a variety of nonfiction texts using textual evidence for support.</b> <b>a. Analyze how an author’s point of view influences the purpose of the text.</b> <b>b. Analyze multiple texts comparing how the authors present information about a similar topic.</b>	uses a variety of nonfiction texts but inaccurately a. identifies how an author’s explicitly stated point of view and purpose are conveyed in a text; b. identifies the explicit similarities and differences in how various authors present information on similar topics. (e.g., a memoir by one person and a biography on the same person).	attempts to analyze a variety of texts but inaccurately or inconsistently a. identifies how an author’s point of view and purpose are conveyed in a text; b. identifies the similarities and differences in how various authors present information on similar topics. (e.g., a memoir by one person and a biography on the same person).	analyze a variety of nonfiction texts using textual evidence for support. a. Analyze how an author’s point of view influences the purpose of the text. b. Analyze multiple texts comparing how the authors present information about a similar topic. (e.g., a memoir by one person and a biography on the same person).	analyze a variety of nonfiction texts using multiple pieces of text evidence to: a. evaluate an author’s point of view and purpose in a text and explain how it is conveyed in the text; b. evaluate the impact of how various authors present information about a similar topic.(e.g., a memoir by one person and a biography on the same person).
Range	<b>8.IR.4 Analyze the credibility of a source based on bias, perspective, and purpose.</b>	unable to successfully analyze the credibility of a source based on bias, perspective, and purpose.	inconsistently analyzes the credibility of a source based on bias, perspective, and purpose.	Analyze the credibility of a source based on bias, perspective, and purpose.	Evaluate the credibility of a source based on bias, perspective, and purpose.
<b>Writing and Language: Text Types and Structure</b>					
Range	<b>8.W.1 Produce clear and coherent writing that is organized logically according to task, purpose, and audience.</b>	produces writing in which the development and organization is insufficiently logical, clear and coherent and shows limited focus on task, purpose, and audience.	produces writing in which the development is inconsistently logical, clear and coherent; organization is at times appropriate to the task, purpose, and audience.	produces writing in which the development and organization is logical, clear and coherent; writing is organized to a range of tasks, purposes, and audiences.	produces logical, clear, coherent, and thoughtful writing in which the development and organization is optimal and appropriate to the task, purpose, while being engaging to the audience.
Range	<b>8.W.2 Write using a clear organizational structure that incorporates an introduction, transitions, body paragraph(s), and a conclusion appropriate to the task.</b>	produces writing that: a. provides limited or no introduction of a topic; b. inconsistently organizes ideas, concepts, and information; c. lacks development and support of the topic, ideas lack elaboration or are repetitive d. uses basic or no transitions to connect relationships among ideas and concepts or transitions lack variety e. attempts to provide or provides an insufficient concluding statement or section that partially follows from the information or explanation presented.	produces writing that: a. introduces a topic; b. shows limited or basic organization of ideas, concepts, and information; c. relies too heavily on a single type of support to develop the topic such as; facts, definitions, concrete details, quotations, or other information and examples; support lacks connection to ideas d. lacks or shows inconsistent use of appropriate words, phrases, and clauses as transitions to connect the relationships among ideas and concepts; ideas lack elaboration e. provides a basic undeveloped concluding statement or section that follows from the information or explanation presented.	produces writing that: a. clearly introduces a topic; b. organizes ideas, concepts, and information; c. develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; d. uses appropriate words, phrases, and clauses as transitions to clarify the relationships among ideas and concepts; e. provides a concluding statement or section that follows from the information or explanation presented.	produces writing that: a. introduces the topic in a clear and engaging way; b. shows more sophisticated organization of ideas, concepts, and information; c. skillfully develops the topic with a variety of types of support such as: significant facts, definitions, concrete details, quotations, or other information and examples; d. uses a variety of thoughtfully chosen words, phrases, and clauses as transitions to clarify and elaborates on the relationships among ideas and concepts; e. provides a well-developed concluding statement or section that follows from the information or explanation presented.



	Standard	Novice	Partially Proficient	Proficient	Advanced
Range	<b>8.W.3 Write using informative/explanatory techniques to examine and convey complex ideas, concepts, and information utilizing different mediums when appropriate.</b>	writes very limited, undeveloped, or incomplete informative/explanatory texts to restate a topic and attempts to convey ideas, concepts, and information through the selection and limited organization of content.	writes underdeveloped informative/explanatory texts to explain a topic and convey basic ideas, concepts, and information through the selection and basic organization of relevant content.	writes clear informative/explanatory texts to examine a topic thoroughly and convey ideas, concepts, and relevant information through the selection, organization, and analysis of relevant content.	writes advanced informative/explanatory texts to examine a topic thoroughly and convey ideas, concepts, and relevant information through the selection, organization, and analysis of relevant content.
Range	<b>8.W.4 Write using argumentative techniques to develop claims and counterclaims using supporting evidence and logical reasoning.</b>	writes insufficient or limited arguments that a. attempt to or insufficiently introduce a claim(s)/thesis statement, b. lack evidence and logical reasons c. support lacks elaboration or connection to the claim d. uses sources poorly or adds non-textual evidence e. demonstrates a partial understanding of the topic or text. f. fail to acknowledge counterclaims when applicable. g. fail to show logical reasoning h. organization is inconsistent or not suited to purpose	writes underdeveloped arguments that a. introduce a simple claim/thesis statement that may be a fact b. provides insufficient reasons and evidence for the claim(s), reasons and evidence may not connect to the claim c. support lacks elaboration, support may not connect or is illogical d. lacks full use of appropriate sources or relies on a single source e. demonstrates a basic understanding of the topic or text. f. inconsistently identifies counterclaims when applicable g. show limited command of logical reasoning h. demonstrates a basic organizational strategy	writes arguments that a. introduce a clear claim(s)/thesis statement b. support claim(s) logically with clear reasons and relevant evidence, c. organizes and elaborates on the reasons and evidence clearly using credible sources and demonstrating an understanding of the topic or text. d. acknowledges counterclaims when applicable f. uses logical reasoning	writes a more sophisticated and engaging argument that a. introduces a claim(s)/thesis statement b. supports the claim(s) logically with clear reasons and relevant evidence, c. organizes and uses advanced reasoning to elaborate on the reasons and evidence clearly using credible sources and demonstrating a strong understanding of the topic or text d. address counterclaims when applicable f. shows strong logical reasoning
Range	<b>8.W.5 Write using narrative techniques to develop real or imagined experiences or events using well-chosen details and structured event sequences.</b>	writes an incomplete narrative because it lacks many of the following: a. a clear exposition (characters, setting, and conflict) b characters that are clearly identified and demonstrate characterization c. rising action, climax, falling action, and resolution d. transitional language that moves the story forward.	writes an underdeveloped narrative that either lacks or does not fully evidence: a. a clear exposition (characters, setting, and conflict) b characters that are clearly identified and demonstrate characterization c. a clear rising action, climax, falling action, and resolution d. sufficient transitional language to move the story forward.	writes a well-organized narrative that a. establishes a clear exposition (characters, setting, and conflict) b. has characters that are clearly identified and demonstrate characterization c. has a clear rising action, climax, falling action, and resolution d. uses sufficient transitional language to move the story forward.	writes a more sophisticated narrative that a. establishes a clear exposition (characters, setting, and conflict) b. has characters that are clearly identified and demonstrate more sophisticated characterization techniques such as dialogue, description, thoughts, feelings c. has a clear rising action, climax, falling action, and resolution d. uses more sophisticated transitional language and pacing to move the story forward and create suspense e. shows more impactful word choice



	Standard	Novice	Partially Proficient	Proficient	Advanced
<b>Writing and Language: Writing Process and Craft</b>					
Range	<b>8.W.6 Develop and strengthen writing by planning, drafting, revising, and editing to address specific purposes for the genre and audience.</b>	insufficiently develops and strengthens writing through planning, drafting, revising, and editing. Insufficiently revises writing to address specific purposes of either the genre or the audience.	limited ability to develop and strengthen writing through planning, drafting, revising, and editing. Limited ability to revise writing to address specific purposes of either the genre or the audience.	develops and strengthens writing through planning, drafting, revising, and editing to address specific purposes for the genre and audience.	independently develops and strengthens writing through planning, drafting, revising, and editing to address specific purposes for the genre and audience.
Range	<b>8.W.7 Produce writing that uses intentional word choice and voice to match the writing purpose.</b>	produces writing that shows a lack of control around word choice and voice and fails to match the writing purpose.	produces writing that shows limited command of word choice and which does not always match the writing purpose. Voice may not be present or may not match writing purpose.	produces writing that uses intentional word choice to match the writing purpose. Writing exhibits voice to match writing purpose.	produces writing that uses more sophisticated word choice to match the writing purpose. Writing exhibits distinct voice.
Range	<b>8.IR.2 Gather and interpret relevant information for a variety of purposes.</b>	limited ability to identify relevant information for a writing purpose or identify interpretation of selected texts. Limited ability to identify how a text matches a writing purpose.	inconsistent in selecting relevant information for a writing purpose and in interpretation of selected texts and matching texts to writing purpose.	gather and interpret relevant information for a variety of purposes.	advanced skill demonstrated in selecting relevant information for a writing purpose and advanced skill in interpretation of selected texts. Shows advanced skill in matching texts to writing purpose.
Range	<b>8.IR.5 Integrate information from sources using a standardized format.</b> <b>a. Reference sources, including text citations, when quoting, paraphrasing, and/or summarizing to avoid plagiarism.</b>	does not integrate information smoothly and accurately from sources and does not use a standardized format. a. Generally fails to refer to source when quoting, paraphrasing, and/or summarizing to avoid plagiarism; sourcing is unclear b. does not use or does not format correctly in text citations.	integrates information with limited skill from sources and deviates from a standardized format. a. Inconsistently refers to sources when quoting, paraphrasing, and/or summarizing or fails to reference sources to avoid plagiarism. b. inconsistent use of or formatting of in text citations.	integrates information from sources using a standardized format. a. Refers to sources when quoting, paraphrasing, and/or summarizing to avoid plagiarism b. Uses in text citations.	integrates information from sources using a standardized format. a. Uses various ways to refer to sources when quoting, paraphrasing, and/or summarizing to avoid plagiarism. B. Uses in text citations accurately.
<b>Writing and Language: Language Usage</b>					
Range	<b>8.L.1 Apply knowledge of the language for a specific task, purpose, intention, and audience resolving issues of usage as needed.</b> <b>a. Use simple, compound, complex, and compound complex sentences to add variety and interest.</b> <b>b. Recognize and correct inappropriate fragments and run-ons.</b> <b>c. Use varying forms of punctuation accurately.</b> <b>d. Follow standard grammar conventions mastered in previous grades.</b>	rarely applies language knowledge for specific tasks, purposes, intentions, and audiences resolving issues of usage as needed. Rarely a. Uses simple, compound, and complex sentences. b. Recognizes and correct inappropriate fragments and run-ons. c. Uses varying forms of punctuation accurately. d. Follow rules of agreement (e.g., subject/verb and pronoun/antecedent) d. Follows standard grammar conventions mastered in previous grades.	inconsistently applies language knowledge for specific tasks, purposes, intentions, and audiences resolving issues of usage as needed. Inconsistently a. Use simple, compound, and complex sentences. b. Recognizes and correct inappropriate fragments and run-ons. c. Uses varying forms of punctuation accurately. d. Follow rules of agreement (e.g., subject/verb and pronoun/antecedent) d. Follows standard grammar conventions mastered in previous grades.	applies language knowledge for specific tasks, purposes, intentions, and audiences resolving issues of usage as needed. a. Uses simple, compound, and complex sentences. b. Recognizes and corrects inappropriate fragments and run-ons. c. Uses varying forms of punctuation accurately. d. Follow rules of agreement (e.g., subject/verb and pronoun/antecedent) e. Follows standard grammar conventions mastered in previous grades.	consistently applies more sophisticated language knowledge for specific tasks, purposes, intentions, and audiences resolving issues of usage as needed. Consistently a. Uses simple, compound, and complex sentences. b. Recognizes and corrects inappropriate fragments and run-ons. c. Uses varying forms of punctuation accurately. d. Follow rules of agreement (e.g., subject/verb and pronoun/antecedent) e. Follows standard grammar conventions mastered in previous grades.

	Standard	Novice	Partially Proficient	Proficient	Advanced
Policy		<i>The Level 1 student is below partially proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student consistently performs below the standard for the grade level, is inconsistently able to access grade-level content and only engages with higher-order thinking skills with extensive support.</i>	<i>The Level 2 student is approaching proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student generally performs slightly below the standard for the grade level, is sometimes able to access grade-level content and engages in higher-order thinking skills with some independence and support.</i>	<i>The Level 3 student is proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student regularly performs at the standard for the grade level, is able to access grade-level content and engages in higher-order thinking skills with independence and minimal support.</i>	<i>The Level 4 student is highly proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student regularly performs independently or significantly above the standard for the grade level, is able to access above grade-level content and engages in higher-order thinking skills independently.</i>
	<b>NEW ND Standard</b>	<b>The Level 1 student</b>	<b>The Level 2 student</b>	<b>The Level 3 student</b>	<b>The Level 4 student</b>
		<b>Reading Comprehension: Literary Text</b>			
Range	<b>9-10.R.2 Comprehend a variety of texts with multiple levels of complexity, while developing inferences and providing relevant textual evidence and reasoning.</b>	reads grade-level appropriate literary texts at or below a basic level; may determine what the text says explicitly and cites textual evidence inconsistently or inaccurately.	reads to comprehend grade-level appropriate literary texts to determine what the text says explicitly and cites some textual evidence.	comprehends a variety of literary texts with multiple levels of complexity, while developing inferences and providing relevant textual evidence and reasoning.	reads closely to comprehend literary texts of grade-level appropriate and above grade level complexity to examine what the text says explicitly and implicitly; cites strong and thorough textual evidence and provides clear reasoning.
Range	<b>9-10.R.3b Summarize and/or paraphrase literary texts objectively, including relevant information.</b>	provides a limited retelling of literary texts, which may include some relevant information.	Provides an inconsistent summary and/or paraphrase of literary texts, but may exclude some relevant information.	summarizes and/or paraphrases literary texts objectively, including relevant information.	summarizes and/or paraphrases literary texts objectively and comprehensively with relevant information, utilizing inference.
	<b>9-10.R.4 Determine main idea(s), claim(s), or theme(s) as they develop over the course of the text and support with textual evidence.</b>	attempts to determine a theme in a literary text with incomplete or irrelevant textual evidence.	determines and restates a theme in a literary text with some/little textual evidence for support.	determine theme(s) as they develop over the course of the text and support with textual evidence.	determines theme(s) in a literary text and provides a complex evaluation of its development over the course of a text by citing strong and thorough textual evidence.
	<b>9-10.R.5 Determine the meaning of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.</b>	determines the literal meaning of some words and phrases as they are used in literary texts.	determines the literal meaning of words and phrases as they are used in literary texts and may be able to explain some academic vocabulary, figurative, and connotative meanings.	determine the meaning of words and phrases as they are used in literary texts, including academic vocabulary, figurative, ambiguous, and connotative meanings.	determines the nuanced meaning of words and phrases as they are used in literary texts, including academic vocabulary, figurative, ambiguous, and connotative meanings.
		<b>Reading Comprehension: Informational Text</b>			
Range	<b>9-10.R.2 Comprehend a variety of texts with multiple levels of complexity, while developing inferences and providing relevant textual evidence and reasoning.</b>	reads grade-level appropriate informational texts at or below a basic level; may determine what the text says explicitly and cites textual evidence inconsistently or inaccurately.	reads to comprehend grade-level appropriate informational texts to determine what the text says explicitly and cites some textual evidence.	comprehends a variety of informational texts with multiple levels of complexity, while developing inferences and providing relevant textual evidence and reasoning.	reads closely to comprehend informational texts of grade-level appropriate and above grade level complexity to examine what the text says explicitly and implicitly; cites strong and thorough textual evidence and provides clear reasoning.
Range	<b>9-10.R.3a Summarize and/or paraphrase nonfiction texts objectively, including relevant information.</b>	provides a limited retelling of informational texts, which may include some relevant information.	provides an inconsistent summary and/or paraphrase of informational texts, but may exclude some relevant information.	summarizes and/or paraphrases informational texts objectively, including relevant information.	summarizes and/or paraphrases informational texts objectively and comprehensively with relevant information, utilizing inference.
Range	<b>9-10.R.4 Determine main idea(s), claim(s), or theme(s) as they develop over the course of the text and support with textual evidence.</b>	attempts to determine a main idea or claim in an informational text with incomplete or irrelevant textual evidence.	determines and restates a main idea(s), or claim(s) in a literary text with some/little textual evidence for support.	determine main idea(s) and claim(s) in an informational text as they develop over the course of the text and support with textual evidence.	determines main idea(s) and claim(s) in an informational text and provides a complex evaluation of its development over the course of a text by citing strong and thorough textual evidence.
	<b>9-10.R.5 Determine the meaning of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.</b>	determines the literal meaning of some words and phrases as they are used in informational texts.	determines the literal meaning of words and phrases as they are used in informational texts and may be able to explain some academic vocabulary, figurative, and connotative meanings.	determine the meaning of words and phrases as they are used in informational texts, including academic vocabulary, figurative, ambiguous, and connotative meanings.	determines the nuanced meaning of words and phrases as they are used in informational texts, including academic vocabulary, figurative, ambiguous, and connotative meanings.



	Standard	Novice	Partially Proficient	Proficient	Advanced
			<b>Reading Text Analysis: Literary Text</b>		
Range	<b>9-10.R.6 Analyze how the author's choice of structure, form and format (e.g., stanza, scene, chapter, section, etc.) supports the purpose, contributes to the meaning, or impacts the audience</b>	attempts to identify the basic structure, form, or format of a specific section of a text, and how it may support the purpose, meaning, or impact on the reader with limited success.	determines the basic structure, form, or format (e.g., stanza, scene, chapter, section, etc.) of a text, and, with some success, how it may support the purpose, meaning, or impact on the reader.	analyze how the author's choice of structure, form and format (e.g., stanza, scene, chapter, section, etc.) supports the purpose, contributes to the meaning, or impacts the audience.	analyzes and evaluates the effectiveness of how the author's choice of structure, form and format (e.g., stanza, scene, chapter, section, etc.) supports and enhances the purpose, meaning, and impacts the audience.
Range	<b>9-10.R.7 Analyze the impact of specific style, syntax, and word choices on meaning, mood, and tone, including figurative and ambiguous language</b>	attempts to identify the impact of style, syntax, and specific word choices on meaning, mood, and tone including figurative and ambiguous language with limited success due to inaccuracies or inconsistencies.	determines the impact of style, syntax, and specific word choices on meaning, mood, and tone including figurative and ambiguous language inconsistently.	analyzes the impact of specific style, syntax, and word choices on meaning, mood, and tone, including figurative and ambiguous language.	analyzes and evaluates the impact of style, syntax, and specific word choices on meaning, mood, and tone including figurative and ambiguous language.
Range	<b>9-10.R.8 Analyze the development and interaction of literary elements and determine how they impact meaning, using strong textual evidence to support the analysis.</b> <b>a. Analyze how complex characters, themes, and literary elements (e.g., symbolism, mood, setting, etc.) develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).</b> <b>b. Analyze how the character's or author's point of view is influenced by background, environment, or culture and how it affects the story's telling.</b> <b>c. Analyze multiple interpretations of the same scene or work, such as across time periods, evaluating the choices of each.</b>	identifies rudimentary literary elements and attempts to determine how they impact meaning, using little to no textual evidence to support understanding. a. rudimentary explanation of how characters, themes, and literary elements (e.g., symbolism, mood, setting, etc.) develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s). b. incomplete explanation of how the character's or author's point of view is influenced by background, environment, or culture c. may have some understanding of multiple interpretations of the same scene or work but explanations will have minimal or insufficient textual support.	demonstrates a basic understanding of the development and interaction of literary elements and attempts to determine how they impact meaning, using some textual evidence to support understanding. a. Some analysis of how complex characters, themes, and literary elements (e.g., symbolism, mood, setting, etc.) develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s). b. Some analysis of how the character's or author's point of view is influenced by background, environment, or culture but may not explain how it affects the story's telling. c. Some analysis of multiple interpretations of the same scene or work with minimal or insufficient textual support.	analyzes the development and interaction of literary elements and determines how they impact meaning, using strong textual evidence to support the analysis. a. Analyzes how complex characters, themes, and literary elements (e.g., symbolism, mood, setting, etc.) develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s). b. Analyzes how the character's or author's point of view is influenced by background, environment, or culture and how it affects the story's telling. c. Analyzes multiple interpretations of the same scene or work, evaluating the choices of each, with accurate textual support.	analyzes and evaluates effectively the development and interaction of literary elements and determines how they impact meaning, using strong and thorough textual evidence to support the analysis. a. Analyzes and can clearly explain how complex characters, themes, and literary elements (e.g., symbolism, mood, setting, etc.) develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s). b. Analyzes and clearly explains how the character's or author's point of view is influenced by background, environment, or culture and how it affects the story's telling. c. Analyzes multiple interpretations of the same scene or work, evaluating the choices of each, and clearly explains with accurate textual support.

	Standard	Novice	Partially Proficient	Proficient	Advanced
Range	<b>9-10.R.6 Analyze how the author's choice of structure, form and format (e.g., stanza, scene, chapter, section, etc.) supports the purpose, contributes to the meaning, or impacts the audience</b>	attempts to identify the basic structure, form, or format of a specific section of a text, and how it may support the purpose, meaning, or impact on the reader with limited success.	<b>Reading Text Analysis: Informational Text</b> determines the basic structure, form, or format (e.g., stanza, scene, chapter, section, etc.) of a text, and, with some success, how it may support the purpose, meaning, or impact on the reader.	analyze how the author's choice of structure, form and format (e.g., stanza, scene, chapter, section, etc.) supports the purpose, contributes to the meaning, or impacts the audience.	analyzes and evaluates the effectiveness of how the author's choice of structure, form and format (e.g., stanza, scene, chapter, section, etc.) supports and enhances the purpose, meaning, and impacts the audience.
Range	<b>9-10.R.7 Analyze the impact of specific style, syntax, and word choices on meaning, mood, and tone, including figurative and ambiguous language</b>	attempts to identify the impact of style, syntax, and specific word choices on meaning, mood, and tone including figurative and ambiguous language with limited success due to inaccuracies or inconsistencies.	determines the impact of style, syntax, and specific word choices on meaning, mood, and tone including figurative and ambiguous language inconsistently.	analyzes the impact of specific style, syntax, and word choices on meaning, mood, and tone, including figurative and ambiguous language.	analyzes and evaluates the impact of style, syntax, and specific word choices on meaning, mood, and tone including figurative and ambiguous language.
Range	<b>9-10.R.9 Analyze the development and interaction of informational and argumentative elements over the course of a nonfiction text and how they impact purpose using textual evidence to support the analysis.</b> <b>a. Analyze the author's point of view or purpose and possible biases in a text; compare texts from differing perspectives; and analyze the author's choices about style, content, characterization, and presentation.</b> <b>b. Analyze various accounts of a subject told in different media, including determining which details are emphasized in each account.</b> <b>c. Delineate and evaluate how a text's argumentative reasoning, persuasive techniques, and/or logical fallacies support the author's purpose(s).</b>	Identifies rudimentary informational and argumentative elements in parts of an informational text and attempts to determine how they impact purpose using little to no textual evidence to support the identification (or their reasoning). a. identifies the author's point of view, but may insufficiently analyze the author's purpose; may not recognize possible biases in a text; does some comparison of texts from differing perspectives and attempts to analyze the author's choices about style, content, characterization, and presentation. b. compares and contrasts different accounts of a subject told in different media with limited determination of which details are emphasized in each account. c. identifies some of a text's argumentative reasoning, persuasive techniques, and/or logical fallacies.	determines the development and interaction of informational and argumentative elements in an informational text and how they impact purpose using textual evidence to support the analysis with limited success. a. insufficiently analyzes the author's point of view or purpose; may not recognize possible biases in a text; does some comparison of texts from differing perspectives and attempts to analyze the author's choices about style, content, characterization, and presentation. b. provides some analysis of various accounts of a subject told in different media with limited determination of which details are emphasized in each account. c. insufficiently delineates how a text's argumentative reasoning, persuasive techniques, and/or logical fallacies support the author's purpose(s).	analyzes the development and interaction of informational and argumentative elements over the course of an informational text and how they impact purpose using textual evidence to support the analysis. a. Analyzes the author's point of view or purpose and possible biases in a text; compares and evaluates texts from differing perspectives; and analyzes the author's choices about style, content, characterization, and presentation. b. Analyzes various accounts of a subject told in different media, including determining which details are emphasized in each account. c. Delineates and evaluates how a text's argumentative reasoning, persuasive techniques, and/or logical fallacies support the author's purpose(s).	analyzes and evaluates the development and interaction of informational and argumentative elements over the course of an informational text and how they impact purpose using textual evidence to support the analysis. a. Analyzes the author's point of view or purpose and possible biases in a text; compares and evaluates texts from differing perspectives; and analyzes the author's choices about style, content, characterization, and presentation. b. Analyzes various accounts of a subject told in different media, including determining which details are emphasized in each account. c. Delineates and evaluates how a text's argumentative reasoning, persuasive techniques, and/or logical fallacies support the author's purpose(s).
Range	<b>9-10.JR.4 Evaluate the credibility of a source based on bias, perspective, and purpose.</b>	determines the credibility of a source based on bias, perspective, and purpose with limited success.	determines the credibility of a source based on bias, perspective, and purpose with some success.	evaluates the credibility of a source based on bias, perspective, and purpose.	evaluates and explains the credibility of a source based on bias, perspective, and purpose.

	Standard	Novice	Partially Proficient	Proficient	Advanced
<b>Writing and Language: Text Types and Structure</b>					
Range	<b>9-10.W.1 Produce clear and coherent writing in which content, norms, and conventions adhere to task, purpose, and audience</b>	produces ineffective writing in which the content, norms, and conventions are inconsistent and may not adhere to the task, purpose, or audience.	produces writing in which the content, norms, and conventions are somewhat appropriate and consistent and somewhat adhere to the task, purpose, and audience.	produces clear and coherent writing in which content, norms, and conventions adhere to task, purpose, and audience.	produces clear, coherent, and sophisticated writing in which content, norms, and conventions effectively adjust to task, purpose, and audience. OR Produces clear and coherent writing in which the content, norms, and conventions are effectively adapted to multiple tasks, purposes, or audiences.
Range	<b>9-10.W.2 Create a logical organizational structure with: a. a relevant introduction, b. transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.</b>	attempts to create/creates an organizational structure with insufficient, unclear, or lacking use of: a. an introduction, b. transitional words or phrases to connect the major sections, paragraphs, and sentences, and conclusion.	creates an organizational structure with inconsistent or insufficient use of: a. an introduction, b. transitional words or phrases to connect the major sections, paragraphs, and sentences, and conclusion.	creates a logical organizational structure with: a. a relevant introduction, b. transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.	creates a logical organizational structure with: a. a relevant and thoughtful introduction, b. transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion, creating a unified whole.
Range	<b>9-10.W.3 Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.</b>	writes to inform an audience while providing a limited explanation of information; creates an underdeveloped thesis and provides insufficient or limited details and evidence from sources for support.	writes to inform an audience while providing some explanation of important information by creating a thesis that may be limited or unclear, and provides some supporting claims, details, and evidence from relevant and reliable sources.	writes to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.	writes to inform an audience and to explain complex information by creating a clear and complex thesis and providing supporting claims, details, and thorough evidence from a variety of relevant and reliable sources.
Range	<b>9-10.W.4 Write to persuade an audience by: a. establishing relevant context, b. stating a clear position/thesis, c. incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims, and d. using logical reasoning to avoid fallacies.</b>	writing attempts to persuade an audience, but context is irrelevant or unclear, thesis or position is underdeveloped, evidence is inaccurate or missing, claims are unsupported and/or counterclaims are not addressed, and illogical reasoning may be present.	writes to persuade an audience but provides inconsistent context, states a thesis that is unclear or not fully supported by reliable evidence from a variety of sources, claims are unsupported and/or counterclaims are not addressed fully, logical reasoning is present but may be inconsistent.	writes to persuade an audience by establishing relevant context, stating a clear position/thesis, incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims, and using logical reasoning to avoid fallacies.	writes to persuade an audience by establishing relevant context, stating a clear position/thesis, synthesizing valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims, and using rhetorical strategies, appeals, and logical reasoning.
Range	<b>9-10.W.5 Write to convey real experiences, imaginary events, and poetic expressions by using creative writing techniques, such as narrative, dialogue, sensory details, figurative language, and symbolism to engage an audience.</b>	writing attempts to convey real experiences, imaginary events, and poetic expressions with rudimentary creative writing techniques, such as narrative, dialogue, sensory details, figurative language, and symbolism.	writes to convey real experiences, imaginary events, and poetic expressions with some ability to use creative writing techniques, such as narrative, dialogue, sensory details, figurative language, and symbolism to engage an audience.	writes to convey real experiences, imaginary events, and poetic expressions by using creative writing techniques, such as narrative, dialogue, sensory details, figurative language, and symbolism to engage an audience.	writes to convey real experiences, imaginary events, and poetic expressions by using creative writing techniques in a purposeful and meaningful way, such as narrative, dialogue, imagery, figurative language, and symbolism to effectively engage an audience.
<b>Writing and Language: Writing Process and Craft</b>					
Range	<b>9-10.W.6 Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.</b>	attempts to utilize the stages of the writing process, but does so ineffectively.	demonstrates an understanding of the writing process by producing a product for a purpose or audience.	develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.	effectively uses the stages of the writing process to produce a sophisticated product that aligns to a specific purpose and audience.
Range	<b>9-10.W.7 Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.</b>	attempts to use some vocabulary and figurative language, which results in a limited style and/or voice.	integrates some vocabulary and figurative language to create a limited style and voice for a particular purpose.	integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.	integrates a varied vocabulary and uses appropriate figurative language to create a unique style and voice for a particular purpose.
Range	<b>9-10.IR.2 Gather and interpret relevant information from primary and secondary sources for a variety of purposes.</b>	gathers some information but with a weak understanding of how the information might support a specific purpose.	gathers information from primary and secondary sources for a variety of purposes; some information may be limited in relevancy.	gathers and interprets relevant information from primary and secondary sources for a variety of purposes.	synthesizes and interprets relevant, thorough information for primary and secondary sources for a variety of specific purposes.
Range	<b>9-10.IR.5 Integrate information from sources using a standardized format. a. Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.</b>	attempts to integrate information and reference sources, but does so inaccurately, leading to limited success in avoiding plagiarism.	integrates information and reference sources, does contribute works to the correct source(s), but has some inconsistencies, leading to limited success in following a standardized format.	integrate information from sources using a standardized format. a. Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.	recognize the intricacies of a standardized format and utilizes them effectively. a. Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.

	Standard	Novice	Partially Proficient	Proficient	Advanced
			<b>Writing and Language: Language Usage</b>		
Range	<p><b>9-10.L.1 Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</b></p> <p><b>a. Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.</b></p> <p><b>b. Use colons, semicolons parenthesis, and other punctuation for advanced types and purposes of writing.</b></p> <p><b>c. Avoid misplaced modifiers and vague pronouns in writing.</b></p> <p><b>d. Follow parallel structure in writing.</b></p> <p><b>e. Recognize and use correct types of pronouns (e.g., intensive, reflexive, etc.)</b></p> <p><b>f. Follow standard grammar conventions mastered in previous grades.</b></p>	<p>demonstrates limited language knowledge for a specific task, purpose, intention, and audience, and struggles with resolving issues of usage. Demonstrates issues with some or all of the following:</p> <p>a. uses limited variety in syntax, such as simple sentences</p> <p>b. unable /rarely attempts to use colons, semicolons, parenthesis, and other punctuation in writing.</p> <p>c. uses simple adjectives and adverbs, issues with pronoun-antecedent agreement</p> <p>d. lack of parallel structure in writing</p> <p>e. unable to recognize and use higher-level pronouns</p> <p>f. limited mastery of standard grammar conventions from previous grades</p>	<p>attempts to apply language knowledge for a specific task, purpose, intention, and audience, with limited success and some issues of usage are present.</p> <p>a. Uses some syntax (phrases, clauses, and sentence types) to convey specific meanings.</p> <p>b. Insufficiently uses some colons, semicolons, parenthesis, and other punctuation in writing.</p> <p>c. Sometimes uses misplaced modifiers and vague pronouns in writing.</p> <p>d. inconsistently follows parallel structure in writing.</p> <p>e. Sometimes recognizes and uses correct types of pronouns (e.g., intensive, reflexive, etc.)</p> <p>f. Mostly standard grammar conventions mastered in previous grades.</p>	<p>applies language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</p> <p>a. Uses varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.</p> <p>b. Uses colons, semicolons, parenthesis, and other punctuation for advanced types and purposes of writing.</p> <p>c. Avoids misplaced modifiers and vague pronouns in writing.</p> <p>d. Follows parallel structure in writing.</p> <p>e. Recognizes and uses correct types of pronouns (e.g., intensive, reflexive, etc.)</p> <p>f. Follows standard grammar conventions mastered in previous grades.</p>	<p>applies language knowledge for a specific task, purpose, intention, and audience, able to effectively and consistently apply sophisticated use of language.</p> <p>a. Uses varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.</p> <p>b. Uses colons, semicolons, parenthesis, and other punctuation for advanced types and purposes of writing.</p> <p>c. Mastered using modifiers and pronouns in writing.</p> <p>d. Utilizes parallel structure in writing.</p> <p>e. Effectively incorporates correct types of pronouns (e.g., intensive, reflexive, etc.)</p> <p>f. Exhibits mastery of standard grammar conventions from previous grades, and utilizes effective grammatical choices to support the purpose of writing.</p>