

**School District of Bonduel  
Reading/Language Arts Curriculum  
Grades 5-8**

**A. READING/LITERATURE**

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**Content Standard**

Students in Wisconsin will read and respond to a wide range of writing to build an understanding of written materials, of themselves, and of others.

**Rationale**

Reading is a complex, interactive process that continues to be a primary means of acquiring and using information. Society regards reading as essential to daily living. Because reading is fundamental to the mastery of other school subjects, students at all levels must learn to understand what they read. They must know and use various strategies--ways of unlocking the meaning of words and larger blocks of text--to become successful readers.

Students should be challenged to read literature and other materials that reflect and stimulate their interests and intellectual abilities. They should read a wide variety of materials, including fiction, nonfiction, poetry, drama, and other written works that reveal the richness and diversity of our heritage, afford opportunities to acquire new information, refine perspectives, respond to the needs and demands of society and the workplace, and provide for personal fulfillment.

	<b>Performance Standards</b>	<b>Grade/ Course</b>	<b>Learning Targets</b>	<b>Assessment</b>
<b>A.8.1 Use effective reading strategies to achieve their purposes in reading.</b>				
	A.8.1.1 Use knowledge of sentence and word structure, word origins, visual images, and context clues to understand unfamiliar words and clarify passages of text		5 <sup>th</sup> -Evaluate sentence and word structure, and context clues during the reading process to understand unfamiliar words and clarify passages of text. Imagine visual images while reading to clarify passages of text.	
	A.8.1.2 Use knowledge of the visual features of texts, such as headings and bold face print, and structures of texts, such as chronology and cause-and-effect, as aids to comprehension		5 <sup>th</sup> -Introduce the visual features of texts, such as headings and bold face print, and structures of texts such as chronology and cause and effect as aids to comprehension	
	A.8.1.3 Establish purposeful reading and writing habits by using texts to find information, gain understanding of diverse viewpoints, make decisions, and enjoy the experience of reading		5 <sup>th</sup> -Expose students to diverse viewpoints, making decisions, and enjoying the experience of reading to establish purposeful reading and writing habits.	
	A.8.1.4 Select, summarize, paraphrase, analyze, and evaluate, orally and in writing, passages of texts chosen for specific purposes		5 <sup>th</sup> -Expose and apply selection, summarizing, paraphrasing, analyzing, and evaluating, orally and in writing, passages of texts chosen for specific purposes	
<b>A.8.2 Read, interpret, and critically analyze literature.</b>				
	A.8.2.1 Identify the defining features and structure of literary texts, such as conflict, representation of character, and point of view		5 <sup>th</sup> -Introduce the defining features and structure of literary texts, such as conflict, representation of character, and point of view	
	A.8.2.2 Analyze the effect of characters, plot, setting, language, topic, style, purpose, and point of view on the overall impact of literature		5 <sup>th</sup> -Introduce the effect of characters, plot, setting, language, topic, style, purpose, and point of view on the overall impact of literature	

Assessment Types: SR = Selected Response (matching, multiple choice, T/F) PA = Performance Assessment (performance or authentic tasks)  
CR = Constructed Response (short Answer/essay) O = Observation (interactive and non-interactive)

A.8.2.3 Draw on a broad base of knowledge about the genres of literature, such as the structure and conventions of essays, epics, fables, myths, plays, poems, short stories, and novels, when interpreting the meaning of a literary work		5 <sup>th</sup> -Investigate the meaning of literary work using various genres of literature such as the structure and conventions of plays, poems, short stories, and novels when interpreting the meaning of literary work	
A.8.2.4 Develop criteria to evaluate literary merit and explain critical opinions about a text, either informally in conversation or formally in a well-organized speech or essay			
<b>A.8.3 Read and discuss literary and nonliterary texts in order to understand human experience.</b>			
A.8.3.1 Provide interpretive responses, orally and in writing, to literary and nonliterary texts representing the diversity of American cultural heritage and cultures of the world			
A.8.3.2 Identify common historical, social, and cultural themes and issues in literary works and selected passages		5 <sup>th</sup> -Introduce common elements of historical and cultural themes and issues in literary works and selected passages	
A.8.3.3 Draw on a broad base of knowledge about the themes, ideas, and insights found in classical literature while reading, interpreting, and reflecting on contemporary texts			
A.8.3.4 Evaluate the themes and main ideas of a work considering its audience and purpose		5 <sup>th</sup> -Recognize the audience and purpose of a work considering its themes and main ideas	

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<b>A.8.4 Read to acquire information.</b>			
	A.8.4.1 Interpret and use technical resources such as charts, tables, travel schedules, timelines, and manuals		5 <sup>th</sup> -Interpret and use technical resources such as charts, tables, and timelines
	A.8.4.2 Compare, contrast, and evaluate the relative accuracy and usefulness of information from different sources		5 <sup>th</sup> -Discuss the relative accuracy and usefulness of information from different sources
	A.8.4.3 Identify and explain information, main ideas, and organization found in a variety of informational passages		5 <sup>th</sup> -Identify and explain information and main ideas found in a variety of informational passages
	A.8.4.4 Distinguish between the facts found in documents, narratives, charts, maps, tables and other sources and the generalizations and interpretations that are drawn from them		5 <sup>th</sup> -Not done in language arts

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## B. WRITING

### Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

### Rationale

Written communication skills are central to learning. Whether in academic life, in the workplace, or in personal life, they offer a powerful advantage in a world in which people must constantly learn new information. To become confident and effective writers, students need to learn how to write for various purposes and audiences. They need to try different approaches and to reconsider what they have written through revision and editing. To ensure that their writing is understood and well-received, students need a working knowledge of language as well as grammatical structures, diction and usage, punctuation, spelling, layout, and presentation. This knowledge is also invaluable for discussing, critiquing, revising, and editing written communication in almost any form.

### **B.8.1 Create or produce writing to communicate with different audiences for a variety of purposes.**

B.8.1.1 Write a coherent and complete expository piece, with sufficient detail to fulfill its purpose, sufficient evidence to support its assertions, language appropriate for its intended audience, and organization achieved through clear coordination and subordination of ideas		5 <sup>th</sup> -Write a coherent and complete expository piece providing sufficient detail to fulfill its purpose	
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B.8.1.2 Write a persuasive piece (such as a letter to a specific person or a script promoting a particular product) that includes a clear position, a discernible tone, and a coherent argument with reliable evidence		5 <sup>th</sup> -Write and present a persuasive speech that includes a clear position	
B.8.1.3 Write a narrative based on experience that uses descriptive language and detail effectively, presents a sequence of events, and reveals a theme		5 <sup>th</sup> -Organize and write a narrative based on experience that uses descriptive language and detail effectively; presents a sequence of events, and reveals a theme	
B.8.1.4 Write clear and pertinent responses to verbal or visual material that communicate, explain, and interpret the reading or viewing experience to a specific audience		5 <sup>th</sup> -Exhibit clear and pertinent responses to verbal or visual material that communicate, explain, and interpret the reading or viewing experience to a specific audience	
B.8.1.5 Write creative fiction that includes major and minor characters, a coherent plot, effective imagery, descriptive language, and concrete detail		5 <sup>th</sup> -Organize and write creative fiction that includes characters, a coherent plot, descriptive language, and concrete detail	
B.8.1.6 Write in a variety of situations (during an exam, in a computer lab) and adapt strategies, such as revision, technology, and the use of reference materials, to the situation		5 <sup>th</sup> -Write in a variety of situations (during an exam, in a computer lab) and adapt strategies, such as revision, technology, and the use of reference materials, to the situation	
B.8.1.7 Use a variety of writing technologies including pen and paper as well as computers		5 <sup>th</sup> -Use a variety of writing technologies including pen and paper as well as computers at the fifth grade level	
B.8.1.8 Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation		5 <sup>th</sup> -Adaptations are directed by teacher at a fifth grade level	

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<b>B.8.2 Plan, revise, edit, and publish clear and effective writing.</b>			
	B.8.2.1 Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, content, and tone of successive drafts in order to fulfill a specific purpose for communicating with a specific audience		5 <sup>th</sup> -Revise multiple drafts and produce finished pieces using the writing process. (Prewriting, draft, revise, edit, final copy)
	B.8.2.2 Identify questions and strategies for improving drafts in writing conferences with a teacher		5 <sup>th</sup> -Using a rubric, identify questions and strategies for improving drafts in writing conferences with a teacher
	B.8.2.3 Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, and effective response in correct English and an appropriate voice		5 <sup>th</sup> -Using the steps of the writing process, produce a well developed, well organized 5 paragraph essay in 30 minutes using the traits to evaluate
<b>B.8.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.</b>			
	B.8.3.1 Understand the function of words, phrases, and clauses in a sentence and use them effectively, including coordinate and subordinate conjunctions, relative pronouns, and comparative adjectives		5 <sup>th</sup> -Understand and effectively use: words, phrases, conjunctions, pronouns, and comparative adjectives
	B.8.3.2 Use correct tenses to indicate the relative order of events		5 <sup>th</sup> -Exhibits correct usage of present, past, and future tenses
	B.8.3.3 Understand and employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun		5 <sup>th</sup> -Recognize and apply principles of agreement, including subject-verb, pronoun-noun

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	B.8.3.4 Punctuate compound, complex, and compound-complex sentences correctly		5 <sup>th</sup> -Punctuate compound sentences correctly	
	B.8.3.5 Employ the conventions of capitalization		5 <sup>th</sup> -Review the conventions of capitalization	
	B.8.3.6 Spell frequently used words correctly and use effective strategies for spelling unfamiliar words		5 <sup>th</sup> -Spell basal and frequently used words correctly	

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## C. ORAL LANGUAGE

### Content Standard

Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.

### Rationale

The spoken word, essential to our individual and social development, remains a central means of communication. Whether in informal interactions or more formal settings, speakers are required to communicate clearly in a manner that befits the occasion.

Listening is the most used and least understood of all communication skills. We spend approximately 45 percent of all communication time and as much as 57 percent of school instruction time listening. The ability to listen and to follow instructions is highly prized in the workplace.

### C.8.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.

C.8.1.1 Share brief impromptu remarks about topics of interest to oneself and others		5 <sup>th</sup> -Students discuss personal experiences involving topics of interest	
C.8.1.2 Speaking from notes or an outline, relate an experience in descriptive detail, with a sense of timing and decorum appropriate to the occasion		5 <sup>th</sup> -Create a persuasive speech using descriptive details	
C.8.1.3 Perform expressive oral readings of prose, poetry, and drama		5 <sup>th</sup> -Experiment with grade level readings of prose, poetry, and drama	
C.8.1.4 Prepare and conduct interviews		5 <sup>th</sup> -Expose students to constructing appropriate questions to ask guest speakers	

C.8.1.5 Present a coherent, comprehensive report on differing viewpoints on an issue, evaluating the content of the material presented, and organizing the presentation in a manner appropriate to the audience			
C.8.1.6 Differentiate between formal and informal contexts and employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose			
C.8.1.7 Observe the appropriate etiquette when expressing thanks and receiving praise		5 <sup>th</sup> -Review the appropriate etiquette when expressing thanks and receiving praise	
<b>C.8.2 Listen to and comprehend oral communications.</b>			
C.8.2.1 Summarize and explain the information conveyed in an oral communication, accounting for the key ideas, structure, and relationship of parts to the whole		5 <sup>th</sup> -Summarize and identify the main ideas and structure of an oral story	
C.8.2.2 Distinguish among purposes for listening, such as gaining information or being entertained, and take notes as appropriate			
C.8.2.3 Recall significant details and sequence accurately		5 <sup>th</sup> -Retell significant details and sequence accurately	
C.8.2.4 Follow a speaker's argument and represent it in notes			

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	C.8.2.5 Evaluate the reliability of information in a communication, using criteria based on prior knowledge of the speaker, the topic, and the context and on analysis of logic, evidence, propaganda devices, and language			
<b>C.8.3 Participate effectively in discussion.</b>				
	C.8.3.1 Participate in discussion by listening attentively, demonstrating respect for the opinions of others, and responding responsibly and courteously to the remarks of others		5 <sup>th</sup> - Participate in discussion by listening attentively, demonstrating respect for the opinions of others, and responding responsibly and courteously to the remarks others	
	C.8.3.2 Explain and advance opinions by citing evidence and referring to sources			
	C.8.3.3 Evaluate the stated ideas and opinions of others, seeking clarification through questions		5 <sup>th</sup> -Uses questions to clarify and evaluate the stated ideas and opinions of others	
	C.8.3.4 Invite ideas and opinions of others into the discussion, responding clearly and tactfully to questions and comments		5 <sup>th</sup> -Reflect on other students' ideas and respond thoughtfully	
	C.8.3.5 Accept and use helpful criticism		5 <sup>th</sup> -Accept and use helpful criticism	
	C.8.3.6 Establish and maintain an open mind when listening to others' ideas and opinions		5 <sup>th</sup> -Establish and maintain an open mind when listening to others' ideas and opinions	

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C.8.3.7 Summarize the main points of a discussion, orally and in writing, specifying areas of agreement and disagreement and paraphrasing contributions		5 <sup>th</sup> -Summarize the main points of a discussion orally. Expose students to paraphrasing in writing	
C.8.3.8 Display and maintain facial expressions, body language, and other response cues that indicate respect for the speaker and attention to the discussion		5 <sup>th</sup> -Introduce the use of facial expressions, body language, and other response cues that indicate respect for the speaker and attention to the discussion	
C.8.3.9 Attend to the content of discussion rather than the speaker			
C.8.3.10 Participate in discussion without dominating		5 <sup>th</sup> -Introduce participation in discussion without dominating	
C.8.3.11 Distinguish between supported and unsupported statements		5 <sup>th</sup> -Introduce the use of supported and unsupported statements	

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## D. LANGUAGE

### Content Standard

Students in Wisconsin will apply their knowledge of the nature, grammar, and variations of American English.

### Rationale

The essential basis of English language arts is language. Language exists in many variations, and the ability to use it well is frequently a source of power, respect, and financial success. However, if students are unaware of how language works, they may be unable to use it effectively.

### **D.8.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.**

D.8.1.1 Consult dictionaries, thesauruses, handbooks, and grammar texts when choosing words, phrases, and expressions for use in oral and written presentations		5 <sup>th</sup> -Expose and practice the use of dictionaries, thesauruses, handbooks, and grammar texts when choosing words, phrases, and expressions for use in oral and written presentations	
D.8.1.2 Explain how writers and speakers choose words and use figurative language such as similes, metaphors, personification, hyperbole, and allusion to achieve specific effects		5 <sup>th</sup> -Introduce students how writers' and speakers choose words and use figurative language such as similes, metaphors, and idioms to achieve specific effects	
D.8.1.3 Choose words purposefully and evaluate the use of words in communications designed to inform, explain, and persuade		5 <sup>th</sup> -Expose students to word choice that will help inform and explain	

**D.8.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.**

D.8.2.1 Describe how American English is used in various public and private contexts, such as school, home, and work		5 <sup>th</sup> -Describe variations of American English in different environments	
D.8.2.2 Make appropriate choices when speaking and writing, such as formal or informal language, considering the purpose and context of the communication			
D.8.2.3 Evaluate how audience and context affect the selection and use of words and phrases, including technical terms, slang, and jargon		5 <sup>th</sup> -Expose students to how audience and context affect the selection and use of words and phrases, including technical terms, and slang	

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## E. MEDIA AND TECHNOLOGY

### Content Standard

Students in Wisconsin will use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; and to entertain and be entertained.

### Rationale

In a technological world in which thought is increasingly dominated by media, such as newspapers, magazines, radio, television, movies, computer software, and electronic networks, students need to understand the impact of media on daily life. To use media effectively students must be able to evaluate information and match the information with the appropriate medium for a specific audience. In order to do this, they must recognize how communication changes from one medium to another.

### E.8.1 Use computers to acquire, organize, analyze, and communicate information.

E.8.1.1 Demonstrate efficient word-processing skills		5 <sup>th</sup> -Demonstrate efficient word-processing skills to compose research papers and other written works	
E.8.1.2 Construct and use simple databases			
E.8.1.3 Use manuals and on-screen help in connection with computer applications		5 <sup>th</sup> -Introduce the use of manuals and on-screen help in connections with computer applications	
E.8.1.4 Perform basic computer operations on various platforms		5 <sup>th</sup> -Perform basic computer operations on a Macintosh	
E.8.1.5 Collect information from various on-line sources, such as web pages, news groups, and listservs		5 <sup>th</sup> -Collect information from various on-line sources, such as web pages	

<b>E.8.2 Make informed judgments about media and products.</b>			
E.8.2.1 Recognize common structural features found in print and broadcast advertising			
E.8.2.2 Identify and explain the use of stereotypes and biases evident in various media		5 <sup>th</sup> - Identify and explain the use of stereotypes and biases evident in various media	Counter Act Program
E.8.2.3 Compare the effect of particular symbols and images seen in various media		5 <sup>th</sup> - Compare the effect of particular symbols and images seen in various media	Counter Act Program
E.8.2.4 Develop criteria for selecting or avoiding specific broadcast programs and periodicals			
<b>E.8.3 Create media products appropriate to audience and purpose.</b>			
E.8.3.1 Write informational articles that target audiences of a variety of publications		5 <sup>th</sup> -Write articles for NBC newsletter or local newspaper	
E.8.3.2 Use desktop publishing to produce products such as brochures and newsletters designed for particular organizations and audiences		5 <sup>th</sup> -Use desktop publishing to produce products such as brochures and newsletters designed for particular organizations and audiences at the fifth grade level	
E.8.3.3 Create video and audiotapes designed for particular audiences		5 <sup>th</sup> -Create video of Bonduel Elementary School program	
<b>E.8.4 Demonstrate a working knowledge of media production and distribution.</b>			
E.8.4.1 Plan a promotion or campaign that involves broadcast and print media production and distribution		5 <sup>th</sup> -Create posters and announcements on the PA for Drug Awareness Week	
E.8.4.2 Analyze how messages may be affected by financial factors such as sponsorship		5 <sup>th</sup> - Analyze how messages may be affected by financial factors such as sponsorship through the Counter Act Program	

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	E.8.4.3 Identify advertising strategies and techniques aimed at teenagers		5 <sup>th</sup> - Identify advertising strategies and techniques aimed at teenagers through the Counter Act Program	
<b>E.8.5 Analyze and edit media work as appropriate to audience and purpose.</b>				
	E.8.5.1 Revise media productions by adding, deleting, and adjusting the sequence and arrangement of information, images, or other content as necessary to improve focus, clarity, or effect		5 <sup>th</sup> - Revise media productions by adding, deleting, and adjusting the sequence and arrangement of information, images, or other content as necessary to improve focus, clarity, or effect by using the Hollywood program	
	E.8.5.2 Develop criteria for comprehensive feedback on the quality of media work and use it during production			

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## F. RESEARCH AND INQUIRY

### Content Standard

Students in Wisconsin will locate, use, and communicate information from a variety of print and nonprint materials.

### Rationale

Students acquire a wide range of abilities and tools for raising questions, investigating ideas, and solving problems. Research involves posing interesting and important questions, using multiple sources of information, analyzing and relating facts and concepts, and arriving at conclusions or new understandings (adapted from the national *Standards for the English Language Arts*).

### F.8.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.

F.8.1.1 Formulate research questions and focus investigation on relevant and accessible sources of information		5 <sup>th</sup> -Use a KWOL (what learner <u>Knows</u> , what learner <u>Wants</u> to know, what they've <u>Learned</u> ) chart and rubrics to formulate research questions and focus investigation on relevant and accessible sources of information	
F.8.1.2 Use multiple sources to identify and locate information pertinent to research including encyclopedias, almanacs, dictionaries, library catalogs, indexes to periodicals, and various electronic search engines		5 <sup>th</sup> - When preparing a biography, use multiple sources to identify and locate information pertinent to research including encyclopedias, almanacs, dictionaries, library catalogs, and various electronic search engines	
F.8.1.3 Conduct interviews, field studies, and experiments and use specialized resources (such as almanacs, fact books, pamphlets, and technical manuals) when appropriate to an investigation			

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F.8.1.4 Compile, organize, and evaluate information, taking notes that record and summarize what has been learned and extending the investigation to other sources		5 <sup>th</sup> -When composing a biography, compile, organize, and evaluate information, taking notes that record and summarize what has been learned and extending the investigation to other sources	Rubric
F.8.1.5 Review and evaluate the usefulness of information gathered in an investigation		5 <sup>th</sup> -When scrutinizing their biography, review and evaluate the usefulness of information gathered in an investigation	Rubric
F.8.1.6 Produce an organized written and oral report that presents and reflects on findings, draws sound conclusions, adheres to the conventions for preparing a manuscript, and gives proper credit to sources		5 <sup>th</sup> -Using the Traits of Writing, produce an organized written report for preparing a manuscript and give proper credit to sources	

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