

Language Arts
Grades 5-8

STRAND I: Reading and Listening for Comprehension
Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.

5-8 Benchmark I-A: Listen to, read, react to, and interpret information

Grade	Performance Standards
5	<ol style="list-style-type: none"> 1. Listen actively and critically by: <ol style="list-style-type: none"> a. asking questions; b. delving deeper into the topic; c. elaborating on the information and the ideas presented; d. evaluating information and ideas; e. making inferences and drawing conclusions; and f. making judgments. 2. Make connections between texts by recognizing similarities and differences based on a common theme, lesson, or message. 3. Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose. 4. Follow oral instructions that provide information about a task or assignment.
6	<ol style="list-style-type: none"> 1. Narrate a fictional or autobiographical account. 2. Relate details, main ideas, setting, action, and main character(s). 3. Explore expressive materials that are read, heard, or viewed. 4. Identify and interpret figurative language in an oral selection. 5. Interact appropriately in group settings. 6. Reflect on learning experiences by describing personal learning growth and change in perspective. 7. Interpret how personal circumstances and background shape interaction with text.
7	<ol style="list-style-type: none"> 1. Narrate an account (e.g., news story, historical episode) that creates a coherent organizing structure appropriate to purpose, audience, and context and that orients and engages the reader. 2. Respond to informational materials that are read, heard, or viewed by: <ol style="list-style-type: none"> a. summarizing the information; b. determining the importance of the information; c. making connections to related topics/information; d. monitoring comprehension; e. drawing inferences; and f. generating questions. 3. Identify the effect of literary devices such as figurative language, diction, dialogue, and description.
8	<ol style="list-style-type: none"> 1. Narrate a personal account that:

	<ul style="list-style-type: none"> a. establishes a point of view and sharpens focus; b. uses remembered feelings; c. selects details that best illuminate the topic; and d. connects events to self and society. <p>2. Interact in group activities and/or seminars to:</p> <ul style="list-style-type: none"> a. share personal reactions to questions raised; b. give reasons and cite examples from texts to support opinions; c. clarify, illustrate, or expand on a response; and d. ask classmates for similar expansion. <p>3. From oral selections, compare, contrast, and evaluate for details, main ideas, themes, actions, and main character.</p>
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5-8 Benchmark I-B: Gather and use information for research and other purposes

Grade	Performance Standards
5	<ul style="list-style-type: none"> 1. Understand concept of primary source. 2. Research multiple sources to deepen understanding and integrate information and ideas across varied sources and content areas by: <ul style="list-style-type: none"> a. conducting research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, Internet, computer networks); and b. evaluating the usefulness and quality of information and ideas based on purpose, experiences, text(s) and graphics. 3. Make connections between print and non-print texts by recognizing similarities and differences using a variety of resources that contribute to informed decisions.
6	<ul style="list-style-type: none"> 1. Interpret and synthesize information from a variety of sources by: <ul style="list-style-type: none"> a. reviewing the characteristics of informational works; b. restating and summarizing information; c. determining the importance of information; d. making connections to related topics and information; e. monitoring comprehension; f. drawing inferences; and g. generating questions. 2. Use multiple sources of print and non-print information in developing informational materials such as brochures, newsletters, and advertisements by: <ul style="list-style-type: none"> a. exploring a variety of sources that provide information (e.g., books, newspapers, Internet, electronic databases, CD-ROMs); and b. distinguishing between primary and secondary sources. 3. Organize information gathered for a research topic into major components based on appropriate criteria.
7	<ul style="list-style-type: none"> 1. Use a variety of resources to express individual perspectives in response to personal, social, cultural, and historical issues. 2. Interpret and synthesize information by responding to information that is read, heard, or viewed. 3. Develop informational products and/or presentations that cite multiple print and non-print sources by: <ul style="list-style-type: none"> a. identifying and using appropriate primary and secondary sources; b. comparing, contrasting, and evaluating information from different sources about the same topic; and c. evaluating information for extraneous details, inconsistencies, relevant facts, and organization. 4. Examine critical relationships between and among elements of a research topic.

8	<ol style="list-style-type: none"> 1. Use information for specific tasks by: <ol style="list-style-type: none"> a. analyzing and evaluating information to extend ideas; b. analyzing and evaluating themes and central ideas in relation to personal and societal issues; and c. creating a research product in both written and presentation form. 2. Use images, videos, and visual representations as informational research tools.
5-8 Benchmark I-C: Apply critical thinking skills to analyze information	
Grade	Performance Standards
5	<ol style="list-style-type: none"> 1. Evaluate text to determine author's purpose and opinion by: <ol style="list-style-type: none"> a. evaluating inferences, conclusions, and generalizations; and b. identifying elements of fiction and non-fiction that support plot development, choice of words, effectiveness of figurative language and personification. 2. Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text. 3. Respond to fiction, non-fiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ol style="list-style-type: none"> a. analyzing word choice and content; b. examining reasons for a character's actions; c. creating and presenting a product that demonstrates a personal response; and d. examining alternative perspectives. 4. Make informed judgments about bias, propaganda, stereotyping, and media techniques. 5. Analyze cause and effect relationships, compare and contrast information, facts, characters, and objects to predict a logical outcome based on the information in the selection. 6. Distinguish between fact and opinion.
6	<ol style="list-style-type: none"> 1. Use critical thinking skills and create criteria to evaluate text and multimedia by: <ol style="list-style-type: none"> a. determining purpose through exploring bias, apparent messages, emotional factors, or persuasive techniques; and b. identifying and exploring the underlying assumptions of the author 2. Recognize the point of view of the author by considering alternative points of view or reasons by remaining fair-minded and open to other interpretations. 3. Develop and apply appropriate criteria to evaluate the quality of communication by: <ol style="list-style-type: none"> a. using knowledge of language structure and literary or media techniques; and b. drawing conclusions based on evidence, reasons, or relevant information; considering the implications, consequences, or impact of those conclusions.
7	<ol style="list-style-type: none"> 1. Use the problem-solving process to refine understanding by: <ol style="list-style-type: none"> a. analyzing problems and solutions within various texts and situations; b. utilizing the problem-solving process within various contexts and situations; and c. constructing essays and presentations that respond to a given problem by proposing a solution that includes relevant details. 2. Refine critical thinking skills and develop criteria that evaluate arguments and judgments by: <ol style="list-style-type: none"> a. stating a firm judgment; b. justifying the judgment with logical, relevant reasons, clear examples, and supporting details; and c. creating an organizing structure appropriate to purpose, audience, and context. 3. Determine how the use of literary devices, such as personification, metaphor, simile, and alliteration, convey the author's intent. 4. Interpret universal themes, values, and conflicts in a selection.

8	<ol style="list-style-type: none"> 1. Create a research product in both written and presentation form by: <ol style="list-style-type: none"> a. determining purpose, audience, and context; b. choosing a relevant topic; c. selecting a presentation format (e.g., video, essay, interactive technology); d. evaluating information for extraneous detail, inconsistencies, relevant facts, and organization; e. researching and organizing information to achieve purpose using notes and memory aides to structure information; f. supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources; g. citing sources used; and h. employing graphics, charts, diagrams, and graphs to enhance communication. 2. Analyze the inferences and conclusions from fictional and non-fictional contexts, events, characters, settings, and themes.
5-8 Benchmark I-D: Demonstrate competence in the skills and strategies of the reading process	
Grade	Performance Standards
5	<ol style="list-style-type: none"> 1. Apply enabling strategies and skills to read by: <ol style="list-style-type: none"> a. expanding and refining vocabulary through wide reading, word study, content area study, writing process elements, writing as a tool, debate, discussions, seminars, and examining the author's craft; b. using word reference materials ; c. selecting key vocabulary critical to the text and applying appropriate meanings for understanding; and d. reading independently to increase fluency and build background knowledge. 2. Interact with the text by: <ol style="list-style-type: none"> a. making predictions; b. formulating questions; c. supporting answers from textual information, using previous experience, or other sources; d. drawing on personal, literary, and cultural understandings; and e. seeking additional information. 3. Read a variety of texts (e.g., fiction, nonfiction, newspaper and magazine articles, poetry, drama) 4. Choose materials to read independently, identifying the main ideas and significant details, and determine the correct sequence of events or information.
6	<ol style="list-style-type: none"> 1. Increase fluency, comprehension, and insight through meaningful and comprehensive reading instruction by: <ol style="list-style-type: none"> a. using effective reading strategies to match type of text; b. reading self-selected literature and other materials of individual interest; c. reading selections and other materials assigned; d. discussing selections in teacher-student discussions and small groups; e. taking an active role in whole-class seminars; f. discussing and analyzing the effects on texts of literary devices, such as figurative language, dialogue and flashback; g. interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style; h. investigating examples of distortion and stereotype; and i. recognizing underlying messages in order to identify recurring themes. 2. Generate questions to be answered while reading and reflect on what has been learned after reading. 3. Use specific strategies to clear up confusing parts of a text (e.g., re-read the text, consult another source, ask for help). 4. Follow oral and written directions for a procedure.

	5. Use knowledge of punctuation to assist in comprehension.
7	<ol style="list-style-type: none"> 1. Respond to various texts and literary selections using interpretive and evaluative reading processes by: <ol style="list-style-type: none"> a. reading a variety of literary and other texts (e.g., mysteries, novels, science fiction, historical documents, newspapers, skits, lyric poems); b. analyzing what specific characteristics of literary works (fiction, nonfiction, drama, and poetry) have on the meaning of the work; and c. analyzing what impact literary elements have on the meaning of the text, such as the influence of setting on the problem and its resolution 2. Understand stories and expository texts from the perspective of the attitudes and values of the time period in which they were written. 3. Accurately identify author's purpose and perspective. 4. Use knowledge of context and vocabulary to understand informational text.
8	<ol style="list-style-type: none"> 1. Analyze the purpose of the author or creator and the impact of that purpose by evaluating biases, messages, and underlying assumptions of a variety of texts and media. 2. Analyze and evaluate themes and central ideas in literary and other texts in relation to personal and societal issues. 3. Recognize when information presented in a text is new knowledge and describe how it can be used. 4. Use the various parts of a text to locate specific information (index, table of contents, glossary) 5. Identify the topic sentence in a reading selection. 6. Independently apply the reading process and strategies to a variety of literary and informational texts and use the defining features and structures of those works to understand main elements, perspective, and style.

Strand II: Writing and Speaking for Expression	
Content Standard II: Students will communicate effectively through speaking and writing.	
5-8 Benchmark II-A: Use speaking as an interpersonal communication tool	
Grade	Performance Standards
5	<ol style="list-style-type: none"> 1. Read aloud grade-level text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose. 2. Use language to: <ol style="list-style-type: none"> a. formulate hypotheses; b. evaluate information and ideas; c. present and support arguments; and d. influence the thinking of others. 3. Make presentations to inform or persuade, selecting vocabulary for impact.
6	<ol style="list-style-type: none"> 1. Assume a variety of roles in group discussions (e.g., active listener, discussion leader, facilitator, reporter/synthesizer). 2. Clarify, illustrate, and expand upon topics in discussions. 3. Use oral clues to indicate levels of certainty (e.g., "what if," "very likely," "I'm unsure of").

7	<ol style="list-style-type: none"> 1. Choose precise and engaging language, well suited to the topic and audience. 2. Use figurative language and a variety of speech patterns. 3. Choose between standard and non-standard English dialects as appropriate for the topic, purpose, and audience. 4. Interact in group discussions by: <ol style="list-style-type: none"> a. offering personal opinions confidently without dominating; b. giving valid reasons that support opinions; and c. soliciting and considering others' opinions. 5. Express individual perspective in response to personal, social, cultural, and historical issues.
9	<ol style="list-style-type: none"> 1. Present similar content for various purposes and to different audiences showing appropriate changes in delivery. 2. Create and present arguments that persuade by: <ol style="list-style-type: none"> a. engaging the audience by establishing a context, creating a persona, and developing interest; b. developing an idea that makes a clear and informed conclusion; c. arranging details, reasons, and examples persuasively; and d. anticipating and addressing reader/listener concerns and counter-arguments. 3. Identify formal and informal speaking contexts that are reflected in slang, jargon, and different language styles.
5-8 Benchmarks II-B: Apply grammatical and language conventions to communicate	
Grade	Performance Standards
5	<ol style="list-style-type: none"> 1. Write sentences that use: <ol style="list-style-type: none"> a. independent and dependent clauses; b. transitions; and c. conjunctions to connect ideas. 2. Identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise). 3. Use colons and quotation marks correctly. 4. Spell most commonly used words accurately using a multi-strategy approach to learn new spellings. 5. Edit final product for grammar, language conventions, and format. 6. Create and deliver focused, coherent presentations that convey ideas clearly and relate to the background and interest of the audience using a variety of media. 7. Evaluate the content of oral communication.
6	<ol style="list-style-type: none"> 1. Use simple, compound, complex, and compound-complex sentences. 2. Use effective coordination and subordination of ideas to express complete thoughts. 3. Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses to convey appropriate meaning. 4. Use verbs that agree with compound subjects. 5. Punctuate using commas that link two clauses with a conjunction in compound sentences. 6. Correctly spell frequently misspelled words (e.g., there, their, they're). 7. Demonstrate an awareness of language conventions and usage during oral presentations. 8. Identify and correct errors in everyday speech. 9. Support opinions expressed with detailed evidence and with visual or media displays that use appropriate technologies.
7	<ol style="list-style-type: none"> 1. Place modifiers properly and use the active voice.

	<ol style="list-style-type: none"> 2. Identify and use infinitives and participles and make clear references between pronouns and antecedents. 3. Identify all parts of speech and types and structure of sentences. 4. Punctuate by correctly using hyphens, dashes, brackets, and semicolons. 5. Spell derivatives correctly by applying the spellings of bases and affixes. 6. Use a variety of sentences correctly by punctuating them properly and avoiding fragments and run-ons. 7. Apply the parts of speech to clarify language usage. 8. Choose language that is precise, engaging, and well suited to the topic and audience in a variety of oral presentations. 9. Use figurative language and varying speech patterns to convey meaning. 10. Analyze the effect on the viewer of images, text, and sound in electronic journalism. 11. Provide constructive feedback to a speaker concerning a speech's content, delivery, and overall impact. 12. Proofread, listen to, and monitor self to correct errors.
8	<ol style="list-style-type: none"> 1. Use correct and varied sentence types and sentence openings. 2. Identify and use parallelism to present ideas in a series. 3. Juxtapose items for emphasis. 4. Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas. 5. Evaluate the use of dialects in standard and non-standard English. 6. Prepare an outline based upon a chosen pattern of organization to include an introduction; transitions, previews, summaries; a logically developed body; and an effective conclusion. 7. Revise writing for word choice, appropriate organization, consistent point of view, and transitions between paragraphs, passages and ideas.
5-8 Benchmarks II-C: Demonstrate competence in the skills and strategies of the writing process	
Grade	Performance Standards
5	<ol style="list-style-type: none"> 1. Produce a variety of written products that demonstrate competence in: <ol style="list-style-type: none"> a. persuasive writing (e.g., states a clear position, elaborates on the position with reasons, examples, information and other evidence); b. autobiographical writing; and c. essays that speculate on cause and effect. 2. Apply the writing process through: <ol style="list-style-type: none"> a. pre-writing; b. creating a rough draft; c. revising for clarity of thought and focused communication; d. editing; and e. publishing and sharing of final product. 3. Create journals, notes, stories, reports, and letters using appropriate formats and multimedia technologies to communicate to an audience for a specific purpose. 4. Focus revision on creating simple and/or complex sentences for clarity and impact and on developing a lead, characters, or mood.
6	<ol style="list-style-type: none"> 1. Compose a variety of writings that express individual perspectives drawn from personal or related experience by: <ol style="list-style-type: none"> a. drafting, revising, editing, and proofreading one's own written work; b. using direct feedback from peers to revise content; and c. writing for public and private audiences.

	<ol style="list-style-type: none"> 2. Demonstrate competence in writing essays that present problems and solutions (e.g., identifies and defines the problem, describes a solution clearly and convincingly, presents logical and well-supported reasons). 3. Produce writings that incorporate a definite voice of the author appropriate to the writing purpose. 4. Use electronic media to effectively communicate with others.
7	<ol style="list-style-type: none"> 1. Express individual perspectives in written response to personal, social, cultural, and historical issues. 2. Differentiate shades of meaning and multiple meanings of words. 3. Produce research reports and technical writings that communicate information effectively to a specific audience. 4. Compose a variety of writings that develop sentence fluency to communicate ideas and information clearly using a variety of multimedia technologies.
8	<ol style="list-style-type: none"> 1. Describe the significance of the subject to the author. 2. Demonstrate competence in writing by using specific strategies (e.g., tension, suspense, eliminating extraneous details, inconsistencies). 3. Create written arguments to persuade by: <ol style="list-style-type: none"> a. establishing context; b. creating a persona; c. developing interest; d. developing a controlling idea that makes a clear and knowledgeable judgment; e. arranging details, reasons, and examples effectively; and f. anticipating and addressing reader/listener concerns.

Strand: Literature and Media

Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.

5-8 Benchmarks III-A: Use language, literature, and media to understand various social and cultural perspectives

Grade	Performance Standards
5	<ol style="list-style-type: none"> 1. Explain why similar character types are found in multiple cultures. 2. Identify social/cultural values and beliefs reflected in literature and media. 3. Identify archetypal patterns and symbols depicted through literature and media of various cultures.
6	<ol style="list-style-type: none"> 1. Describe how characters' actions reflect their cultures. 2. Respond to historically or culturally significant works of literature to develop an awareness of perspective(s). 3. Examine connections between cultures worldwide and American society as depicted through literature and media.
7	<ol style="list-style-type: none"> 1. Identify and analyze recurring themes (e.g., value of bravery, loyalty, friendship) across works from a variety of cultures. 2. Analyze themes and central ideas in literature and media in relation to personal issues and experiences. 3. Analyze a range of responses to literary works and determine the extent to which the literary characteristics of a society/culture shaped those responses.

8	<ol style="list-style-type: none"> 1. Demonstrate familiarity with selected: <ol style="list-style-type: none"> a. classic literature; b. mythology; c. classic fiction and non-fiction; and d. drama. 2. Use literature and media to reflect on learning experiences by: <ol style="list-style-type: none"> a. evaluating personal perspectives and how they are influenced by society, cultural differences, and historical issues; b. appraising learning as change in perspective; and c. evaluating personal circumstances and background that shape interaction with literature and media. 3. Analyze a work of literature showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.
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5-8 Benchmarks III-B: Identify ideas and make connections among literary works

Grade	Performance Standards
5	<ol style="list-style-type: none"> 1. Identify main conflict in a plot and describe how it is resolved. 2. Contrast the actions and motives of characters in literary works. 3. Explain the importance of a character's actions to the plot and theme of a literary work.
6	<ol style="list-style-type: none"> 1. Describe the author's use of various techniques (e.g., appeal of characters, logic and credibility of plots and setting, use of figurative language, emotional impact) to influence readers' perspectives. 2. Identify the various themes in literary works. 3. Compare and contrast print and non-print versions of a literary work.
7	<ol style="list-style-type: none"> 1. Identify examples of distortion and stereotype in literary works. 2. Identify recurring themes in literary works. 3. Critique the credibility of characterization and the degree to which a plot is contrived or realistic.
8	<ol style="list-style-type: none"> 1. Identify conflict, rising action, and resolution of conflict in a literary work. 2. Describe how tone and meaning is conveyed in poetry and expository writing through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme. 3. Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) to understand the author's meaning and perspective. 4. Identify the defining characteristics of classic literature and themes.