

**LANGUAGE ARTS CURRICULUM
OLYMPIA COMMUNITY UNIT SCHOOL DISTRICT #16
EARLY ELEMENTARY K-3**

STATE GOAL 1: Read with understanding and fluency.

Learning Standard 1.A: Apply word analysis and vocabulary skills to comprehend selections.

Benchmarks	Kindergarten	First Grade	Second Grade	Third Grade
1.A.1a Apply word analysis skills (e.g., phonics, word patterns) to recognize new words	Demonstrate phonological and phonemic awareness.	Utilize appropriate strategies to recognize miscues and unknown words.	Apply word analysis skills to recognize unknown words.	Self-monitor reading using a variety of strategies and resources.
1.A.1b Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.	Understand and demonstrate that text has meaning.	Utilize appropriate strategies to determine the meaning of words.	Use a variety of decoding strategies to comprehend unfamiliar words.	Utilize strategies to self-correct and comprehend the meaning of words.

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Learning Standard 1.B: Apply reading strategies to improve understanding and fluency.

Benchmarks	Kindergarten	First Grade	Second Grade	Third Grade
1.B.1a Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.	Use prior knowledge to participate in literary discussions and make predictions.	Practice fluency, make literary connections, and utilize clues to make predictions.	Clarify predictions, make literary connections, and improve fluency.	Justify predictions, investigate story elements, and use visual clues.
1.B.1b Identify genres (forms and purposes) of fiction, nonfiction, poetry, and electronic literary forms.	Differentiate among poetry, fiction, and non-fiction.	Identify poetry, fiction, and non-fiction.	Participate in dramatizations and oral presentations within a variety of genres.	Determine the purpose of genres.
1.B.1c Continuously check and clarify for understanding (reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitution)	Begin to check for understanding during reading and retelling. Use picture clues to clarify meaning.	Answer questions to check for understanding during reading and retelling.	Utilize self-questioning and respond to teacher questioning to clarify meaning.	Clarify meaning by re-reading and asking appropriate questions to clarify meaning.
1.B.1d Read age-appropriate material aloud with fluency and accuracy.	Demonstrate shared reading with fluency.	Read age appropriate material orally that sounds like everyday speech.	Read age appropriate material orally with fluency and expression.	Read age appropriate material orally with fluency, accuracy, and expression.

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Learning Standard 1.C: Comprehend a broad range of reading materials.

Benchmarks	Kindergarten	First Grade	Second Grade	Third Grade
1.C.1a Use information to form questions and verify predictions.	Use illustrations and prior knowledge to make predictions and answer questions.	Use illustrations, text, and prior knowledge to make predictions and answer questions.	Use illustrations, text, prior knowledge, and the environment to make predictions and answer questions.	Use illustrations, text, prior knowledge, and the environment to make predictions and formulate questions.
1.C.1b Identify important themes and topics	Discuss the main idea.	Discuss the main idea and create an illustration of topic.	Identify the message an author conveys in the text.	Summarize the message an author conveys in the text.
1.C.1c Make comparisons across reading selections.	Compare and discuss two books.	Compare and discuss two books by the same author.	Compare a broad range of books with the same theme and topic.	Compare themes, topics, and story elements of various selections by one author.
1.C.1d Summarize content of reading material using text organization (e.g., story, sequence).	Discuss the beginning, middle, and end of a story.	Retell the beginning, middle, and end of a story.	Recognize and discuss the sequence of a story in a sequential order.	Recognize and create a sequence using elements from a story.
1.C.1e Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, and characters).	Understand that authors and illustrators have different styles.	Recognize the style of various authors and illustrators.	Identify the author and illustrator by their style.	Interpret how authors and illustrators express their ideas in text, illustrations, and graphics.
1.C.1f Use information presented in simple tables, maps, and charts to form an interpretation.	Discuss information from a table, map, and/or chart.	Answer questions using information from a table, map, and/or chart.	Identify and begin to interpret information.	Use information from graphics to increase comprehension from fiction and non-fiction.

STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.

Learning Standard 2.A: Understand how literary elements and techniques are used to convey meaning.

Benchmarks	Kindergarten	First Grade	Second Grade	Third Grade
2.A.1a Identify the literary elements of theme, setting, plot, and character within literary works.	Discuss elements such as who, what, and where within stories and/or pictures. Retell beginning, middle, and end.	Identify and compare characters, settings, and/or events in stories and/or pictures. Tell beginning, middle, and end.	Describe and compare characters, settings, and/or events in stories and/or pictures.	Determine what characters are like by what they say and do by how the author or illustrator portrays them.
2.A.1b Classify literary works as fiction or nonfiction.	Distinguish between real and make believe.	Distinguish between fiction and non-fiction.	Name characteristics that distinguish fiction from non-fiction.	Classify types of fiction and non-fiction including tall tales, fairy tales, biographies, auto- biographies, and fables.
2.A.1c Describe differences between prose and poetry.	Begin to recognize and discuss the difference between prose and poetry. Imitate rhythm and rhyme patterns.	Identify and discuss the difference between prose and poetry.	Recognize that prose is written in sentences and organized in paragraphs.	Describe the differences between prose, rhymed poetry, and unrhymed poetry.

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Learning Standard 2.B: Read and interpret a variety of literary works.

Benchmarks	Kindergarten	First Grade	Second Grade	Third Grade
2.B.1a Respond to literary materials by connecting them to their own experience and communicate those responses to others.	Make simple connections from the story to events and people from their own lives.	Make connections from text to text and text to self.	Make connections from text to text, text to self, and text to world.	Apply events and situations in both fiction and non-fiction to personal experiences.
2.B.1b Identify common themes in literature from a variety of eras.	Discuss stories from long ago.	Recognize differences between themes from different time periods.	Investigate literature from a variety of time periods and cultures.	Compare different versions of the same story from different time periods and cultures (i.e., Cinderella).
2.B.1c Relate character, setting, and plot to real-life situations.	Investigate real life situations.	Investigate and record real life situations.	Compare a character's situation to real life.	Understand a character's situation through reflection and role-play.

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STATE GOAL 3: Write to communicate for a variety of purposes.

Learning Standard 3.A: Use correct grammar, spelling, punctuation, capitalization and structure.

Benchmarks	Kindergarten	First Grade	Second Grade	Third Grade
3.A.1 Construct complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high frequency words; and appropriate use of the eight parts of speech.	Write a sentence using words with letter sound relationships.	Write simple sentences using high frequency words, beginning capitalization, and end marks.	Extend simple sentences using high frequency words, subject verb agreement, beginning capitalization, and end marks.	Develop paragraphs using proper form, high frequency words, subject verb agreement, beginning capitalization, and end marks.

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Learning Standard 3.B: Compose well-organized and coherent writing for specific purposes and audiences.

Benchmarks	Kindergarten	First Grade	Second Grade	Third Grade
3.B.1a Use prewriting strategies to generate and organize ideas (e.g., focus on one topic; organize writing to include a beginning, middle and end; use descriptive words when writing about people, places, things, events).	Draw a picture to generate an idea for writing and/or participate in brainstorming activities.	Use graphic organizer to generate and organize ideas with teacher assistance.	Map ideas with teacher assistance to organize thoughts about people, things, or events.	Create a graphic organizer to compose a paper with a beginning, middle, and end.
3.B.1b Demonstrate focus, organization, elaboration, and integration in written compositions with support (e.g., short stories, letters, essays, reports).	Participate in shared writing.	Write stories related to a topic.	Compose a focused story using facts and details.	Compose a focused story using organization, elaboration, and support in narrative and/or expository compositions.

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Learning Standard 3.C: Communicate ideas in writing to accomplish a variety of purposes.

Benchmarks	Kindergarten	First Grade	Second Grade	Third Grade
3.C.1a Write for a variety of purposes including description, information, explanation, persuasion, and narration.	Experiment with different forms of writing.	Experiment with different forms of writing including narration, description, and information.	Experiment with different forms of creative writing including poem, play, song, short fiction, and narration.	Use the writing process for a variety of purposes including narrative, exposition, and persuasion.
3.C.1b Create media compositions or productions which convey meaning visually for a variety of purposes.	Create a basic publication using available resources.	Create a basic publication using available resources including pictures, colors, computer, etc...	Create a basic publication (e.g., greeting cards, invitations, posters, etc...).	Plan, compose, revise, and edit writing for a variety of purposes (e.g., pamphlets, posters, articles, stories, etc...).

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STATE GOAL 4: Listen and speak effectively in a variety of situations.

Learning Standard 4.A: Listen effectively in formal and informal situations.

Benchmarks	Kindergarten	First Grade	Second Grade	Third Grade
4.A.1a Listen attentively by facing the speaker, making eye contact, and paraphrasing what is said.	Focus attention on speaker and what is being said.	Assume appropriate position, attend to the speaker, and retell main points.	Begin to assess the situation and determine the appropriate level of focus to retell main ideas and paraphrase what is said.	Evaluate situation, assume appropriate listening mode, and listen for different purposes (e.g., information gathering, social interaction, entertainment, etc...).
4.A.1b Ask questions and respond to questions from the teacher and from group members to improve comprehension.	Ask appropriate questions about the topic and respond appropriately.	Ask appropriate questions about the topic and respond through gestures, repetition, and unison responses.	Ask appropriate questions utilizing question building words such as what, when, how, why, could, should, and did.	Respond in an appropriate manner to questions and discussion with relevant and focused comments.
4.A.1c Follow oral instructions accurately.	Follow two-step instructions.	Complete a two or more step task based on oral instructions.	Demonstrate comprehension by repeating and executing a simple set of directions.	Demonstrate comprehension by repeating, paraphrasing, and executing a set of directions.
4.A.1d Use visually oriented and auditory based media.	Demonstrate through body language, art, gestures, and oral responses that visual and auditory messages are being understood.	Demonstrate through body language, art, gestures, and oral responses that visual and auditory messages are being understood.	Demonstrate through body language, art, gestures, and written and oral responses that visual and auditory messages are being understood.	Demonstrate through body language, art, gestures, and written and oral responses that visual and auditory messages are being understood.

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Learning Standard 4.B: Speak effectively using language appropriate to the situation and audience.

Benchmarks	Kindergarten	First Grade	Second Grade	Third Grade
4.B.1a Present brief oral reports, using language and vocabulary appropriate to the message and audience (e.g., show and tell).	Speak to a group independently (e.g., Show and Tell).	Begin to demonstrate ability to stand and speak to a group independently.	Begin to use appropriate presentation techniques (rate, volume, eye contact).	Adapt language to the situation (playground, classroom, media center).
4.B.1b Participate in discussions around a common topic.	Demonstrate awareness of other's rights and desires to talk.	Formulate questions and statements at appropriate times about a common topic.	Demonstrate courtesy and respect for other's rights and points of view.	Contribute relevant, appropriate information to discussions.

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STATE GOAL 5: Use the language arts to acquire, assess, and communicate information.

Learning Standard 5.A: Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.

Benchmarks	Kindergarten	First Grade	Second Grade	Third Grade
5.A.1a Identify questions and gather information.	Generate questions gained from experiences.	State and sort necessary information for a discussion.	Participate in guided brainstorming to generate questions to gather information.	Generate topical questions using a KWL or other graphic organizers.
5.A.1b Locate information using a variety of resources.	Find and share information with others (e.g., books, maps, artifacts).	Use aids to locate generated information (e.g., KWL's, webs, graphic organizers, etc...	Use text aids such as table of contents, glossary, index, etc... to locate information.	Use a variety of school media/library resources and text aids (headings, captions, guide words, etc...) to locate information.

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Learning Standard 5.B: Analyze and evaluate information acquired from various sources.

Benchmarks	Kindergarten	First Grade	Second Grade	Third Grade
5.B.1a Select and organize information from various sources for a specific purpose.	Select information from a resource to share orally on a given topic.	Distinguish between relevant and irrelevant information on a given topic.	Begin to organize ideas to define focus of details (e.g., drawing, telling, developmental writing).	Organize related information under main topics.
5.B.1b Cite sources used.	Tell sources used.	Tell and write sources used.	List title, author, and type of resource used in research.	List sources of information selected (e.g., publisher, copyright, title, author, and illustrator).

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Learning Standard 5.C: Apply acquired information, concepts and ideas to communicate in a variety of formats.

Benchmarks	Kindergarten	First Grade	Second Grade	Third Grade
5.C.1a Write letters, reports and stories based on acquired information.	Use life experiences/acquired information to create a message by drawing, telling, and developmental writing.	Use life experiences/acquired information as sources for stories and letters.	Create a report, letter, or story based on acquired information.	Compose information in an appropriate format.
5.C.1b Use print, non-print, human, and technological resources to acquire and use information.	Use books and stories to learn something new.	Access and use books and stories to learn something new.	Gather, organize, and share information about a topic.	Explain information that was gathered from a drawing, graphic aids, oral presentations, available technology, or written report.

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