

**LANGUAGE ARTS STANDARDS ALIGNED CURRICULUM**  
**OLYMPIA COMMUNITY UNIT SCHOOL DISTRICT #16**  
*EARLY HIGH SCHOOL*

**STATE GOAL 1: Read with understanding and fluency.**

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

Benchmarks	High School
<p><b>1.A.4a</b> Expand knowledge of word origins and derivations and use idioms, analogies, metaphors, and similes to extend vocabulary development.</p>	<p><b>English 1 Writing:</b> Use idioms, analogies, metaphors, and similes to extend vocabulary development. Apply knowledge of roots, prefixes, and affixes to comprehend the meaning of unfamiliar or difficult words, terms, or phrases. Analyze the structure and function of words in context.</p> <p><b>English 2 Literature:</b> Expand knowledge of word origins and derivations. Use idioms, analogies, metaphors, and similes to extend vocabulary development. Apply knowledge of roots and affixes to comprehend the meaning of unfamiliar or difficult words, terms, or phrases. Analyze the structure and function of words in context. Vocabulary is primarily derived from assigned texts.</p>
<p><b>1.A.4b</b> Compare the meaning of words and phrases and use analogies to explain the relationships among them.</p>	<p><b>English 1 Writing:</b> Analyze and interpret word usage in traditional and contemporary sources (e.g., books, lyrics, speeches). Interpret American idioms to strengthen comprehension (e.g., <i>To Kill a Mockingbird</i>). Identify analogy in text and use analogy to explain a relationship.</p> <p><b>English 2 Literature:</b> Analyze and interpret word usage in traditional and contemporary sources (e.g., books, lyrics, speeches). Interpret American idioms to strengthen comprehension; identify possible regional dialect differences in text (e.g., <i>Huckleberry Finn</i>). Identify analogy in text and use analogy to explain a relationship.</p>

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

<p><b>1.B.4a</b> Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources.</p>	<p><b>English 1 Writing:</b> Use previewing and predicting before reading and questioning during reading. Relate reading with information from other sources (e.g., prior knowledge, personal experience, other reading) using a variety of strategies.</p> <p><b>English 2 Literature:</b> Use previewing and predicting before reading and questioning during reading. Relate reading with information from other sources (e.g., prior knowledge, personal experience, other reading) using a variety of strategies.</p>
<p><b>1.B.4b</b> Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect.</p>	<p><b>English 1 Writing:</b> Analyze a variety of texts for purpose, structure, content, detail, and effect. Interpret and compare a variety of tests for purpose, structure, content, detail, and effect. Analyze overall themes and discover coherence. Clarify meaning of text by focusing on the key idea presented explicitly or implicitly. Identify how different content areas require different organizational structures (e.g., dialogue, dramatizations).</p> <p><b>English 2 Literature:</b> Analyze a variety of texts for purpose, structure, content, detail, and effect. Interpret and compare a variety of tests for purpose, structure, content, detail, and effect. Analyze overall themes and discover coherence. Clarify meaning of text by focusing on the key idea presented explicitly or implicitly. Identify how different content areas require different organizational structures (e.g., dialogue, dramatizations, speeches, letters).</p>
<p><b>1.B.4c</b> Read age-appropriate material with fluency and accuracy.</p>	<p><b>English 1 Writing:</b> Demonstrate fluency by reading aloud a variety of materials (e.g., dialogue, dramatizations). Select and read books for recreation.</p> <p><b>English 2 Literature:</b> Demonstrate fluency by reading aloud a variety of materials (e.g., dialogue, dramatizations). Select and read novel for banned book project.</p>

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

<p><b>1.C.4a</b> Use questions and predictions to guide reading across complex materials.</p>	<p><b>English 1 Writing:</b> Ask questions before, during, and after reading which demonstrate that understanding of the reading has progressed (e.g., <i>Romeo and Juliet</i>).</p> <p><b>English 2 Literature:</b> Ask questions both orally and in a reading log before, during, and after reading which demonstrate that understanding of the reading has progressed.</p>
<p><b>1.C.4b</b> Explain and justify an interpretation of a text.</p>	<p><b>English 1 Writing:</b> Use topic, theme, organizational patterns, context, and point of view to guide interpretation.</p> <p><b>English 2 Literature:</b> Use topic, theme, organizational patterns, context, and point of view to guide interpretation.</p>
<p><b>1.C.4c</b> Interpret, evaluate, and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal).</p>	<p><b>English 1 Writing:</b> Interpret concepts or make connections through analysis, evaluation, inference, and/or comparisons. Explain and justify an interpretation of the text using relevant, accurate references. Challenge ideas presented in a text through questions about specific parts of the text.</p> <p><b>English 2 Literature:</b> Interpret concepts or make connections through analysis, evaluation, inference, and/or comparisons. Explain and justify an interpretation of the text using relevant, accurate references. Challenge ideas presented in a text through questions about specific parts of the text.</p>
<p><b>1.C.4d</b> Summarize and make generalizations from content and relate them to the purpose of the material.</p>	<p><b>English 1 Writing:</b> Identify and use criteria for evaluating the accuracy of text information. Recognize kinds of writing (e.g., expository, persuasive, narrative).</p> <p><b>English 2 Literature:</b> Identify and use criteria for evaluating the accuracy of text information. Recognize kinds of writing (e.g., expository, persuasive, narrative).</p>
<p><b>1.C.4e</b> Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).</p>	<p><b>English 1 Writing:</b> Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).</p> <p><b>English 2 Literature:</b> Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).</p>
<p><b>1.C.4f</b> Interpret tables, graphs, and maps in conjunction with related text.</p>	<p><b>English 1 Writing:</b> Covered in English 2 Literature</p> <p><b>English 2 Literature:</b> Interpret maps in conjunction with related text by drawing conclusions to support text.</p>

**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	High School
<p><b>2.A.4a</b> Analyze and evaluate the effective use of literary techniques (e.g., figurative language, allusion, dialogue, description, symbolism, word choice, dialect) in classic and contemporary literature representing a variety of forms and media.</p>	<p><b>English 1 Writing:</b> Explain how the author uses literary techniques to achieve the intended effect. Support assertions with evidence from the text.</p> <p><b>English 2 Literature:</b> Explain how the author uses literary techniques to achieve the intended effect. Support assertions with evidence from the text.</p>
<p><b>2.A.4b</b> Explain relationships between and among literary elements including character, plot, setting, theme, conflict, and resolution and their influence on the effectiveness of the literary piece.</p>	<p><b>English 1 Writing:</b> Explain how the author uses literary elements (e.g., point of view, character) to achieve an intended effect.</p> <p><b>English 2 Literature:</b> Explain how the author uses literary elements (e.g., point of view, character) to achieve an intended effect.</p>
<p><b>2.A.4c</b> Describe relationships between the author’s style, literary form (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, essays), and intended effect on the reader.</p>	<p><b>English 1 Writing:</b> Covered in English 2 Literature.</p> <p><b>English 2 Literature:</b> Identify the details that reveal the author’s style. Identify the details that reveal the genre (e.g., short stories, novels, dramas, fables, biographies).</p>

<p><b>2.A.4d</b> Describe the influence of the author’s language structure and word choice to convey the author’s viewpoint.</p>	<p><b>English 1 Writing:</b> Evaluate the impact of the author’s word choice, language structure, and syntax. Demonstrate an understanding of the interrelationships among reader, author, form and text. Evaluate how a text reflects a culture, society, or historical period.</p> <p><b>English 2 Literature:</b> Evaluate the impact of the author’s word choice, language structure, and syntax. Demonstrate an understanding of the interrelationships among reader, author, form, and text. Evaluate how a text reflects a culture, society, or historical period.</p>
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**Learning Standard 2.B: Read and interpret a variety of literary works.**

<p><b>2.B.4a</b> Critique ideas and impressions generated by oral, visual, written, and electronic materials.</p>	<p><b>English 1 Writing:</b> Identify ideas and impressions communicated through a variety of literary works. Respond to text by evaluating key ideas. Support an evaluation of the text using content from the media.</p> <p><b>English 2 Literature:</b> Identify ideas and impressions communicated through a variety of literary works. Respond to text by evaluating key ideas. Support an evaluation of the text using content from the media.</p>
<p><b>2.B.4b</b> Analyze form, content, purpose and major themes of American literature and literature of other countries in their historical perspectives.</p>	<p><b>English 1 Writing:</b> Covered in English 2 Literature.</p> <p><b>English 2 Literature:</b> Make connections between a text and its cultural environment. Evaluate how attitudes toward a situation or problem (e.g., attitudes concerning environment, immigrants, poverty, parent-child relationships) change in different periods of American history.</p>
<p><b>2.B.4c</b> Discuss and evaluate motive, resulting behavior, and consequences demonstrated in literature.</p>	<p><b>English 1 Writing:</b> Evaluate a character’s behavior. Engage in literary discussions (e.g., conflict, resolutions, background, effectiveness, realism).</p> <p><b>English 2 Literature:</b> Evaluate a character’s behavior. Engage in literary discussions (e.g., conflict, resolutions, relevance, background, effectiveness, realism).</p>

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

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

<b>Benchmarks</b>	<b>High School</b>
<b>3.A.4</b> Use standard English to edit documents for clarity, subject/verb agreement, adverb and adjective agreement, and verb tense; proofread for spelling, capitalization, and punctuation; and ensure that documents are formatted in final form for submission and/or publication.	<b>English 1 Writing:</b> Compose and edit using Standard English (e.g., clarity, subject/verb agreement, adverb/adjective agreement, verb tense, audience, purpose for writing). Format document in final form for submission and /or publication. Proofread for correct English conventions.  <b>English 2 Literature:</b> Compose and edit using Standard English (e.g., clarity, subject/verb agreement, adverb/adjective agreement, verb tense, audience, purpose for writing). Format document in final form for submission and /or publication. Proofread for correct English conventions.

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

<p><b>3.B.4a</b> Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration, and support and overall coherence.</p>	<p><b>English 1 Writing:</b> Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration, and support and overall coherence.</p> <p><b>English 2 Literature:</b> Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration, and support and overall coherence.</p>
<p><b>3.B.4b</b> Produce, edit, revise, and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology.</p>	<p><b>English 1 Writing:</b> Produce, edit, revise, and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology.</p> <p><b>English 2 Literature:</b> Produce, edit, revise, and format work for submission and/or publication(e.g., manuscript form, appropriate citation of sources) using contemporary technology.</p>
<p><b>3.B.4c</b> Evaluate written work for its effectiveness and make recommendations for its improvement.</p>	<p><b>English 1 Writing:</b> Evaluate written work for its effectiveness and make recommendations for its improvement.</p> <p><b>English 2 Literature:</b> Evaluate written work for its effectiveness and make recommendations for its improvement.</p>

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

<p><b>3.C.4a</b> Write for real or potentially real situations in academic, professional, and civic contexts (e.g., college applications, job applications, business letters, petitions).</p>	<p><b>English 1 Writing</b> Write for real or potentially real situations in academic, professional, and civic contexts (e.g., college applications, job applications, business letters, petitions).</p> <p><b>English 2 Literature:</b> Write for real or potentially real situations in academic, professional, and civic contexts (e.g., college applications, job applications, business letters, petitions, persuasive paper addressing a school issue).</p>
<p><b>3.C.4b</b> Using available technology, produce compositions and multimedia works for specified audiences.</p>	<p><b>English 1 Writing:</b> Using available technology, produce compositions and multimedia works for specified audiences.</p> <p><b>English 2 Literature:</b> Using available technology, produce compositions and multimedia works for specified audiences.</p>

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

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

<b>Benchmarks</b>	<b>High School</b>
<p><b>4.A.4a</b> Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).</p>	<p><b>English 1 Writing:</b> Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).</p> <p><b>English 2 Literature:</b> Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).</p>
<p><b>4.A.4b</b> Apply listening skills in practical settings (e.g., classroom note taking, interpersonal conflict situations, giving and receiving directions, evaluating persuasive messages).</p>	<p><b>English 1 Writing:</b> Apply listening skills in practical settings (e.g., classroom note taking, interpersonal conflict situations, giving and receiving directions, evaluating persuasive messages).</p> <p><b>English 2 Literature:</b> Apply listening skills in practical settings (e.g., classroom note taking, interpersonal conflict situations, giving and receiving directions, evaluating persuasive messages).</p>
<p><b>4.A.4c</b> Follow complex oral instructions.</p>	<p><b>English 1 Writing:</b> Follow complex oral instructions.</p> <p><b>English 2 Literature:</b> Follow complex oral instructions.</p>
<p><b>4.A.4d</b> Demonstrate understanding of the relationship of verbal and nonverbal messages within a context (e.g., contradictory, supportive, repetitive, substitutive).</p>	<p><b>English 1 Writing:</b> Covered in English 2 Literature.</p> <p><b>English 2 Literature:</b> Demonstrate understanding of the relationship of verbal and nonverbal messages within a context (e.g., contradictory, supportive, repetitive, substitutive).</p>

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

<p><b>4.B.4a</b> Deliver planned informative and persuasive oral presentations using visual aids and contemporary technology as individuals and members of a group; demonstrate organization, clarity, vocabulary, credible and accurate supporting evidence.</p>	<p><b>English 1 Writing:</b> Covered in English 2 Literature.</p> <p><b>English 2 Literature:</b> Deliver planned informative and persuasive oral presentations using visual aids and contemporary technology as individuals and members of a group; demonstrate organization, clarity, vocabulary, credible and accurate supporting evidence.</p>
<p><b>4.B.4b</b> Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal.</p>	<p><b>English 1 Writing:</b> Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal.</p> <p><b>English 2 Literature:</b> Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal.</p>
<p><b>4.B.4c</b> Use strategies to manage or overcome communication anxiety and apprehension (e.g., developed outlines, notecards, practice).</p>	<p><b>English 1 Writing:</b> Covered in English 2 Literature.</p> <p><b>English 2 Literature:</b> Use strategies to manage or overcome communication anxiety and apprehension (e.g., developed outlines, note cards, practice).</p>
<p><b>4.B.4d</b> Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict.</p>	<p><b>English 1 Writing:</b> Covered in English 2 Literature.</p> <p><b>English 2 Literature:</b> Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict. Effectively state an opposing viewpoint in a tactful and well-supported manner.</p>

**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	High School
<p><b>5.A.4a</b> Demonstrate a knowledge of strategies needed to prepare a credible research report (e.g., notes, planning sheets).</p>	<p><b>English 1 Writing:</b> Covered in English 2 Literature.</p> <p><b>English 2 Literature:</b> Demonstrate a knowledge of strategies needed to prepare a credible research report (e.g., notes, planning sheets).</p>
<p><b>5.A.4b</b> Design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formats from multiple sources.</p>	<p><b>English 1 Writing:</b> Design and present a project (e.g. research report, scientific study, career/higher education opportunities) using various formats from multiple sources.</p> <p><b>English 2 Literature:</b> Design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formats from multiple sources.</p>

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

<p><b>5.B.4a</b> Choose and evaluate primary and secondary sources (print and nonprint) for a variety of purposes.</p>	<p><b>English 1 Writing:</b> Choose and evaluate primary and secondary sources (print and nonprint) for a variety of purposes.</p> <p><b>English 2 Literature:</b> Evaluate primary sources (from textbook) and choose secondary sources (print and nonprint) for a variety of purposes.</p>
<p><b>5.B.4b</b> Use multiple sources and multiple formats; cite according to standard style manuals.</p>	<p><b>English 1 Writing:</b> Covered in English 2 Literature.</p> <p><b>English 2 Literature:</b> Use multiple sources and multiple formats; cite according to standard style manuals, in this case, MLA.</p>

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

<p><b>5.C.4a</b> Plan, compose, edit, and revise information (e.g., brochures, formal reports, proposals, research summaries, analyses, editorials, articles, overheads, multimedia displays) for presentation to an audience.</p>	<p><b>English 1 Writing:</b> Plan and present simple presentations to an audience with visuals.</p> <p><b>English 2 Literature:</b> Plan, compose, edit, and revise information (e.g., slave narratives, formal reports, proposals, research summaries, analyses, editorials, articles, overheads, multimedia displays) for presentation to an audience. Work both individually and in groups.</p>
<p><b>5.C.4b</b> Produce oral presentations and written documents using supportive research and incorporating contemporary technology.</p>	<p><b>English 1 Writing:</b> Covered in English 2 Literature.</p> <p><b>English 2 Literature:</b> Produce oral presentations and written documents using supportive research and incorporating contemporary technology.</p>
<p><b>5.C.4c</b> Prepare for and participate in formal debates.</p>	<p><b>English 1 Writing:</b> Covered in English 2 Literature.</p> <p><b>English 2 Literature:</b> Prepare for and participate in formal debates.</p>