

**LANGUAGE ARTS CURRICULUM**  
**OLYMPIA COMMUNITY UNIT SCHOOL DISTRICT #16**  
***LATE ELEMENTARY 4-6***

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

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

Benchmarks	Fourth Grade	Fifth Grade	Sixth Grade
<b>1.A.2a</b> Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins, and derivations.	Combine word analysis and vocabulary skills to identify the meaning of words.	Apply word analysis, vocabulary, and contextual clues to determine the meaning of words.	Recognize literary devices, idioms, similes, metaphors, and analogies.
<b>1.A.2b</b> Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries, and thesauruses.	Utilize a variety of resources to clarify meanings of unfamiliar words.	Demonstrate initiative in using a variety of resources to clarify word meaning(s).	Demonstrate independent use of a variety of resources to clarify word meaning(s).

**4<sup>th</sup> Grade**

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**5<sup>th</sup> Grade**

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**6<sup>th</sup> Grade**

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

<b>Benchmarks</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>	<b>Sixth Grade</b>
<b>1.B.2a</b> Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.	Activate prior knowledge and draw connections to derive meaning and predict outcomes.	Establish the purpose using illustrations, ideas, and survey materials.	Locate and interpret organizational patterns to determine meaning in fiction and non-fiction.
<b>1.B.2b</b> Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.	Apply appropriate strategies to improve comprehension of non-fiction materials.	Select and apply appropriate strategies, including graphic organizers, to improve comprehension.	Build and support plausible interpretations from nonfiction text to improve comprehension.
<b>1.B.2c</b> Continuously check and clarify for understanding (e.g., in addition to previous skills, clarify terms).	Apply self monitoring techniques for clarification.	Apply self monitoring and self-correcting techniques for clarification.	Extend self monitoring and self-correcting techniques for clarification.
<b>1.B.2d</b> Read age-appropriate material aloud with fluency and accuracy.	Read age appropriate material with fluency, accuracy, appropriate rate, and expression.	Read age appropriate material with fluency, accuracy, appropriate rate, and expression in different settings.	Read age appropriate material with fluency, accuracy, appropriate rate, and expression for different purposes.

**4th Grade**

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

<b>Benchmarks</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>	<b>Sixth Grade</b>
<b>1.C.2a</b> Use information to form and refine questions and predictions.	Use information to generate and respond to questions that reflect higher level thinking.	Use evidence to generate, refine, and respond to questions that reflect higher level thinking.	Use evidence to generate and confirm or reject hypotheses.
<b>1.C. 2b</b> Make and support inferences and form interpretations about main themes and topics.	Provide a valid interpretation of text using relevant references.	Interpret concepts and make connections to self, text, and world.	Select evidence to support connections to self, text, and world.
<b>1.C.2c</b> Compare and contrast the content and organization of selections.	Compare the themes, topics, and story elements by one author.	Compare the themes, topics, text structure, and points of view by more than one author.	Compare the themes, topics, text structure, and story elements within a content area.
<b>1.C.2d</b> Summarize and make generalizations from content and relate to purpose of material.	Use text structure to determine the most important information.	Identify, summarize, and retell information from text.	Paraphrase and summarize text.
<b>1.C.2e</b> Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphor).	Explain how authors and illustrators express their ideas through text and art.	Use an author’s style to create a story or text.	Explain how the author’s style appeals to the senses, creates imagery, suggests mood, and sets tone.
<b>1.C.2f</b> Connect information presented in tables, maps and charts to printed or electronic text.	Apply information obtained from text to tables, maps, and charts.	Interpret information from tables, maps, and charts to enhance the understanding of text.	Interpret concepts and make connections from tables, maps, and charts to enhance the understanding of text.

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**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.***

<b>Benchmarks</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>	<b>Sixth Grade</b>
<b>2.A.2a</b> Identify literary elements and literary techniques (e.g., characterization, use of narration, use of dialogue, poetic devices) in a variety of literary works.	Identify and interpret figurative language including metaphor, simile, idioms, alliteration, onomatopoeia, rhyme scheme, and consonance.	Identify and interpret figurative language including metaphor, simile, idioms, alliteration, personification, onomatopoeia, rhyme scheme, and unrhymed verse.	Identify and interpret figurative language including sensory detail, simile, rhyme, repetition, metaphors, alliteration, and personification as well as contribute to the meaning of a literary selection.
<b>2.A.2b</b> Describe how literary elements (e.g., theme, character, setting, plot, tone, conflict) are used in literature to create meaning.	Utilize story elements to determine character motivation and how it affects the story. Explain the relationship between characters.	Predict how the story might be different if the author changed literary elements or techniques including dialogue, point of view, and setting.	Identify and describe literary elements and techniques including character, plot, setting, satire, characterization, narration, and dialogue, across genres and how they contribute to the overall impact of literature.
<b>2.A.2c</b> Identify definitive features of literary forms (e.g., realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography, plays, electronic literary forms).	Identify ways in which literary forms are organized differently.	Identify and interpret figurative language including metaphors, simile, and idioms.	Identify definitive features of literary forms (e.g., realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography, plays, electronic literary forms).

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

<b>Benchmarks</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>	<b>Sixth Grade</b>
<b>2.B.2a</b> Respond to literary material by making inferences, drawing conclusions, and comparing it to their own experience, prior knowledge, and other texts.	Make inferences, draw conclusions, make connections from text to text, text to self, and text to world.	Make inferences, draw conclusions, make connections from text to text, text to self, and text to world.	Make inferences, draw conclusions, make connections from text to text, text to self, and text to world.
<b>2.B.2b</b> Identify and explain themes that have been explored in literature from different societies and eras.	Compare ideas from texts representing a variety of times and cultures.	Connect literary selections to historical context.	Compare themes, conflicts, and figurative language from diverse times and cultures.
<b>2.B.2c</b> Relate literary works and their characters, settings, and plots to current and historical events, people and perspectives.	Relate story elements from myth, legend, folk tale, nonfiction, and poetry to current and historical events.	Relate story elements from science fiction, historical fiction, myth, legend, drama, autobiography, biography, story, poetry, fairy tale, fable, non-fiction, and essay to current and historical events.	Relate story elements from science fiction, historical fiction, myth, legend, drama, autobiography, biography, story, poetry, fairy tale, fable, non-fiction, and essay to current and historical events.

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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.**

<b>Learning Standards</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>	<b>Sixth Grade</b>
<b>3.A.2</b> Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization, and punctuation.	Write fully-developed paragraphs using a variety of sentence types with correct grammar, spelling, punctuation, capitalization, and structure.	Develop multi-paragraph compositions that include an introduction, first and second level support, and a conclusion.	Use transitional words and a variety of sentence structure/ types in a multi-paragraph composition.

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

<b>Benchmarks</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>	<b>Sixth Grade</b>
<b>3.B.2a</b> Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).	Utilize pre-writing strategies such as webbing, outlining, listing, note taking, and graphic organizers with limited teacher assistance.	Utilize pre-writing strategies such as webbing, mapping, listing, Venn diagram, flow chart, and graphic organizers without teacher assistance.	Utilize pre-writing strategies such as webbing, mapping, outlining, Venn diagram, note taking, and graphic organizers without teacher assistance.
<b>3.B.2b</b> Establish central ideas, organization, elaboration, and unity in relation to purpose and audience.	Organize paragraphs with clear beginning, middle, and end appropriate to purpose, audience, and context.	Organize a coherent structure (narrative, expository, and persuasive) appropriate to purpose, audience, and context using paragraphs and transition words.	Analyze the audience, purpose for writing, and write using the appropriate form (i.e., letters, poems, narratives, expository, and persuasive).
<b>3.B.2c</b> Expand ideas by using modifiers, subordination and standard paragraph organization.	Incorporate adjectives, adverbs, and prepositional phrases to elaborate ideas in writing.	Elaborate ideas through first and second level support including facts, description, reasons, and narration.	Write using organization and elaboration that demonstrates coherence.
<b>3.B.2d</b> Edit documents for clarity, subjectivity, pronoun-antecedent 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.	Conference with self, peers, adult, and/or teacher to revise and edit writing.	Conference with self, peers, adult, and/or teacher to revise, edit, proofread, and publish writing.	Conference with self, peers, adult, and/or teacher to revise, edit, proofread, and publish writing.

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

<b>Benchmarks</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>	<b>Sixth Grade</b>
<b>3.C.2a</b> Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays), and persuasive writings (e.g., editorials, advertisements).	Use the characteristics of a well developed narrative, expository, and/or persuasive piece to communicate ideas in writing.	Use the characteristics of a well developed narrative, expository, and/or persuasive piece to communicate ideas in writing.	Use the characteristics of a well developed narrative, expository, and/or persuasive piece to communicate ideas in a multi-paragraph piece.
<b>3.C.2b</b> Produce and format compositions for specified audiences using available technology.	Use available technology to design, produce, and present compositions and multi-media work.	Use available technology to design, produce, and present compositions and multi-media work.	Use available technology to design, produce, and present compositions and multi-media work.

**4<sup>th</sup> Grade**

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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.***

<b>Benchmarks</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>	<b>Sixth Grade</b>
<b>4.A.2a</b> Demonstrate understanding of the listening process (e.g., sender, receiver, and message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.	Begin to paraphrase and summarize the content of a formal/informal presentation.	Paraphrase and summarize the content of a formal/informal presentation orally and in writing.	Analyze factors that will impact the message (e.g., dialect, language styles, word choice, tone, etc...).
<b>4.A.2b</b> Ask and respond to questions related to oral presentations and messages in small and large group settings.	Respond in an appropriate manner to questions and discussion with relevant and focused comments.	Formulate relevant, focused questions and answers in a variety of settings.	Distinguish between and formulate questions based on facts, inferences, and opinions.
<b>4.A.2c</b> Restate and carry out a variety of oral instructions.	Paraphrase or repeat and execute multi-step directions.	Paraphrase or repeat and execute multi-step directions.	Paraphrase or repeat and execute multi-step directions.

**4<sup>th</sup> Grade**

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

<b>Benchmarks</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>	<b>Sixth Grade</b>
<b>4.B.2a</b> Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format.	Demonstrate awareness of audience and how they affect content and style of presentation.	Analyze the audience and prepare a presentation appropriate to a specific audience.	Align vocabulary and style to the intent of the message and audience.
<b>4.B.2b</b> Use speaking skills and procedures to participate in group discussions.	Use appropriate verbal and non-verbal communication elements (e.g., appropriate space, body language, pleasant tone, rate, volume, etc...).	Contribute meaningfully to large and small group discussions by following accepted guidelines for verbal interactions (e.g., respectful relevant responses, sharing information, appropriate language and vocabulary).	Identify and use discussion techniques (e.g., turn-taking, respecting others' points of view, ask relevant questions) to arrive at a consensus of opinion.
<b>4.B.2c</b> Identify methods to manage or overcome communication anxiety and apprehension (e.g., topic outlines, repetitive practice).	Prepare notes and outlines to organize for a presentation.	Prepare and practice the presentation in advance.	Use rehearsal techniques such as deep breaths, recording, video-taping to plan and practice for a presentation to fit within a given time limit.
<b>4.B.2d</b> Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.	Distinguish between positive and negative verbal and non-verbal communication (e.g., space, tone, body language, and volume) to resolve conflicts.	Choose the appropriate tools (e.g., gestures, facial expressions, eye contact, and posture) to communicate in an effort to resolve conflicts.	Begin to distinguish between the speakers' factual and emotional content.

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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.**

<b>Benchmarks</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>	<b>Sixth Grade</b>
<b>5.A.2a</b> Formulate questions and construct a basic research plan.	Gather information to support a given hypothesis and conduct a research project.	Develop a hypothesis from a list of topics and conduct a research project.	Define the focus of research, develop a hypothesis from a list of topics, and conduct a research project.
<b>5.A.2b</b> Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, web-sites, CD-ROMs).	Locate and record relevant information from a variety of sources. Distinguish between main ideas and supporting details.	Arrange information in an orderly manner (e.g., outlining, sequencing, highlighting, graphic organizers, etc...).	Use organized information to design a research paper to communicate ideas.

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

<b>Benchmarks</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>	<b>Sixth Grade</b>
<b>5.B.2a</b> Determine the accuracy, currency, and reliability of materials from various sources.	Determine accurate and inaccurate information by comparing at least two resources.	Evaluate information from various sources by applying a set of criteria (e.g., accuracy, timeliness, and reliability).	Evaluate and select primary and secondary sources.
<b>5.B.2b</b> Cite sources used.	Develop a bibliography using a simple, acceptable form.	Develop a bibliography using a simple, acceptable form.	Develop a bibliography using a simple, acceptable form.

**4<sup>th</sup> Grade**

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

<b>Benchmarks</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>	<b>Sixth Grade</b>
<b>5.C.2a</b> Create a variety of print and non-print documents to communicate acquired information for specific audiences and purposes.	Use text/graphic aids to present information (e.g., banners, charts, reports, maps, models, games, interviews, surveys, etc...).	Use text/graphic aids and technology to create a presentation (e.g., banners, charts, reports, maps, models, games, interviews, surveys, etc...).	Evaluate and select text, graphic materials, or visual aids to present information.
<b>5.C.2b</b> Prepare and deliver oral presentations based on inquiry or research.	Using an oral report, communicate information that was gathered either by inquiry or research.	Using an oral report, communicate information that was gathered either by inquiry or research.	Using an oral report, communicate information that was gathered either by inquiry or research.

**4<sup>th</sup> Grade**

Descriptors: [http://isbe.net/ils/ela/stage\\_D/descriptor.htm](http://isbe.net/ils/ela/stage_D/descriptor.htm)

Assessments: [http://isbe.net/ils/ela/stage\\_D/assessment.htm](http://isbe.net/ils/ela/stage_D/assessment.htm)

**5<sup>th</sup> Grade**

Descriptors: [http://isbe.net/ils/ela/stage\\_E/descriptor.htm](http://isbe.net/ils/ela/stage_E/descriptor.htm)

Assessments: [http://isbe.net/ils/ela/stage\\_E/assessment.htm](http://isbe.net/ils/ela/stage_E/assessment.htm)

**6<sup>th</sup> Grade**

Descriptors: [http://isbe.net/ils/ela/stage\\_F/descriptor.htm](http://isbe.net/ils/ela/stage_F/descriptor.htm)

Assessments: [http://isbe.net/ils/ela/stage\\_F/assessment.htm](http://isbe.net/ils/ela/stage_F/assessment.htm)