

**LANGUAGE ARTS CURRICULUM**  
**OLYMPIA COMMUNITY UNIT SCHOOL DISTRICT #16**  
**MIDDLE-JUNIOR HIGH SCHOOL 7-8**

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

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

Benchmarks	Seventh Grade	Eighth Grade
<b>1.A.3a</b> Apply knowledge of word origins and derivations to comprehend words used in specific content areas (e.g., scientific, political, literary, mathematical).	Students will: <ul style="list-style-type: none"> <li>• use prefixes, suffixes, and root words to understand word meanings, and</li> <li>• apply knowledge of structural analysis to construct meaning of unfamiliar words.</li> </ul>	Students will: <ul style="list-style-type: none"> <li>• use word origins and derivations to understand meanings of new words, and</li> <li>• apply knowledge of structural analysis to construct meaning of unfamiliar words.</li> </ul>
<b>1.A.3b</b> Analyze the meaning of words and phrases in their context.	Students will: <ul style="list-style-type: none"> <li>• determine the meaning of words in context using denotation and connotation strategies,</li> <li>• recall multiple meanings of a word in context and select appropriate meaning,</li> <li>• identify and interpret idioms, similes, analogies, and metaphors to express implied meanings, and</li> <li>• identify the effect of literary devices (e.g., figurative language, description, and dialogue) in text.</li> </ul>	Students will: <ul style="list-style-type: none"> <li>• infer the appropriate meaning of a word in context when the word has multiple meanings,</li> <li>• recall multiple meanings of a word in context and select appropriate meaning,</li> <li>• interpret idioms, similes, analogies, and metaphors to express implied meanings,</li> <li>• interpret the effect of authors' decisions regarding word choice, content and literary elements upon the text, and</li> <li>• identify the effect of literary devices (e.g., allusion, diction, figurative language, imagery) in text.</li> </ul>

**Assessments:** [http://www.isbe.net/ils/ela/stage\\_G/assessment.htm](http://www.isbe.net/ils/ela/stage_G/assessment.htm)

**Resources:** <http://www.isbe.net/ils/ela/resources.htm>

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

Benchmarks	Seventh Grade	Eighth Grade
<p><b>1.B.3a</b> Preview reading materials, make predictions and relate reading to information from other sources.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• use skimming to preview reading materials and scanning to detect major visual patterns and identify text structure before reading,</li> <li>• make connections to real world situations or related topics before and during reading, and</li> <li>• define and analyze information needed to carry out a procedure.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• preview reading materials using pre-reading strategies (e.g., skimming, scanning, predicting), and</li> <li>• relate literature selections and informational text to self, world, and other texts.</li> </ul>
<p><b>1.B.3b</b> Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• demonstrate understanding of structure through the use of graphic organizers and outlining (e.g., mapping, time lines, Venn diagrams).</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• identify text structure and create a mental/visual representation (e.g., graphic organizer, outline, drawing) to use while reading.</li> </ul>
<p><b>1.B.3c</b> Continuously check and clarify for understanding (e.g., in addition to previous skills, draw comparisons to other readings).</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• infer and draw conclusions about text supported by textural evidence and experience, and</li> <li>• analyze how structure contributes to the understanding of text.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• apply self monitoring and self correcting strategies continuously to clarify understanding (e.g., in addition to previous skills, draw comparisons to other readings),</li> <li>• demonstrate an accurate understanding of important information in the text by focusing on the key ideas presented explicitly or implicitly,</li> <li>• identify how different content areas require different organizational structures (e.g., lists/sequence, comparison, cause/effect, problem/solution, classification), and</li> </ul> <p>build, evaluate, and extend text interpretations through collaboration with others.</p>
<p><b>1.B.3d</b> Read age-appropriate material with fluency and accuracy.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• read aloud fluently (with expression, accuracy, and appropriate speed),</li> <li>• apply self-monitoring techniques and adjust rate to increase comprehension, and</li> <li>• select and read books for recreation.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• read aloud fluently (with expression, accuracy, and appropriate speed),</li> <li>• apply self-monitoring techniques and adjust rate to increase comprehension, and</li> <li>• select and read books for recreation.</li> </ul>

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

Benchmarks	Seventh Grade	Eighth Grade
<p><b>1.C.3a</b> Use information to form, explain and support questions and predictions.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• use inferences to improve and/or expand knowledge obtained from text and ask open-ended questions to improve critical thinking skills, and</li> <li>• synthesize key points and supporting details to form conclusion and to apply text information to personal experience.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• use information from text to form, explain, and support questions and predictions, and</li> <li>• generate and respond to questions that reflect higher level thinking skills (e.g., analysis, synthesis, evaluation).</li> </ul>
<p><b>1.C.3b</b> Interpret and analyze entire narrative text using story elements, point of view and theme.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• identify story elements, major and secondary themes in text,</li> <li>• explain how story elements and themes contribute to the reader's understanding of text, and</li> <li>• recognize the influence of media on a reader's point of view concerning the interpretation of fiction or non-fiction materials.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• summarize and make generalizations from content and relate them to the purpose of the material,</li> <li>• identify story elements, major and secondary themes in text,</li> <li>• explain how story elements, point of view, and theme contribute to reader understanding of text,</li> <li>• interpret concepts or make connections through analysis, evaluation, inference, and/or comparison, and</li> <li>• compare story elements.</li> </ul>
<p><b>1.C.3c</b> Compare, contrast and evaluate ideas and information from various sources and genres.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• compare themes, topic, and story elements of various selections across content areas.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• connect, relate, interpret, and integrate information from various sources and genres (e.g., content area textbooks, novels, newspapers, magazines, poetry, drama, reference materials).</li> </ul>
<p><b>1.C.3d</b> Summarize and make generalizations from content and relate them to the purpose of the material.</p>	<p align="center">This Benchmark is covered in 8<sup>th</sup> grade.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• synthesize key points and supporting details to form conclusions.</li> </ul>

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Benchmarks	Seventh Grade	Eighth Grade
<p><b>1.C.3e</b> Compare how authors and illustrators use text and art across materials to express their ideas (e.g., foreshadowing, flashbacks, color, strong verbs, language that inspires).</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• explain why some points are illustrated, and</li> <li>• evaluate imagery and figurative language.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• analyze and evaluate author’s word choice, and</li> <li>• recognize how illustrations reflect, interpret and enhance the text.</li> </ul>
<p><b>1.C.3f</b> Interpret tables that display textual information and data in visual formats.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• use text information to interpret tables, maps, visual aids, or charts.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• draw conclusions based on information found in visual information and data, and</li> <li>• explain how visual information and data support written text.</li> </ul>

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