

LANGUAGE ARTS UNIFYING STANDARDS

READING STANDARDS

- 1.0 Word Analysis, Vocabulary, and Fluency** – Students possess sufficient vocabulary, word attack strategies, and knowledge of word origins and word relationships to read fluently and understand what they read, hear, and view.
- 2.0 Comprehension** – Students understand, analyze, evaluate, and apply what they read, hear, and view, using appropriate grade-level materials. They know a variety of strategies and use them as needed. The quality and complexity of the material they read are illustrated in the *California Recommended Readings in Literature List*.
- 3.0 Lifelong Reading Habits** – Both inside and outside of the classroom, students read a variety of materials and genres for different purposes: to learn, to access information, for personal interest, for exploration, and for enjoyment.
- 4.0 Literary Response and Analysis** – Students read, interpret, and respond to a variety of historically or culturally significant works of literature. They analyze recurrent patterns and themes in-depth. The quality and complexity of materials they read are illustrated in the *California Recommended Readings in Literature List*.

WRITING STANDARDS

- 1.0 Writing Strategies** – Students organize and develop their ideas in ways that reflect an awareness of topic, purpose, and audience. They use stages of the writing process, as needed, to convey opinions, ideas, and reasoning. Their text is clear, focused, and coherent even when they need to meet timelines or write on demand.
- 2.0 Writing Applications and Genres** – Students write for a variety of purposes and audiences, combining strategies of narration, exposition, persuasion, and description. They use techniques that give their writing power and impact.
- 3.0 Study and Research Skills** – Students access, locate, analyze, synthesize, and evaluate information. When needed, they incorporate it into a piece of writing, correctly crediting sources.
- 4.0 Language Expressions** – Students write with a command of standard English conventions: capitalization, punctuation, spelling, usage, and grammar.

LISTENING/SPEAKING STANDARDS

- 1.0 Listening Comprehension** – Students use strategies to listen, respond to, and evaluate oral communication and media. They focus on the message, follow directions, behave respectfully, and take notes when appropriate.
- 2.0 Speaking Strategies** – Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They speak with a command of standard English and presentation techniques that guide listeners' understanding of key ideas. In discussion, students engage critically and constructively in the exchange of ideas.
- 3.0 Speaking Applications** – Students deliver well-organized formal presentations employing traditional rhetorical strategies: narration, exposition, persuasion, and description.

LISTENING/SPEAKING STANDARDS LEVEL 1 - 2

1.0 Listening Comprehension – Students use strategies to listen, respond to, and evaluate oral communication and media. They focus on the message, follow directions, behave respectfully, and take notes when appropriate.

Focus Goals

- 1.1 Focus on the speaker's message.
- 1.2 Evaluate what is heard.
- 1.3 Follow oral directions.
- 1.4 Take notes.

2.0 Speaking Strategies – Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They speak with a command of standard English and use presentation techniques that guide listeners' understanding of key ideas. In discussions, students engage critically and constructively in the exchange of ideas.

Focus Goals

- 2.1 Use organization and delivery techniques.
- 2.2 Participate in discussions.

3.0 Speaking Applications – Students deliver well-organized formal presentations employing traditional rhetorical strategies: narration, exposition, persuasion, and description.

Focus Goals

- 3.1 Deliver narrative presentations. *2nd core oral presentation
- 3.2 Deliver informative presentations.
- 3.3 Deliver impromptu presentations and recitations.

LISTENING/SPEAKING STANDARDS LEVEL 1 - 2

1.0 Listening Comprehension – Students use strategies to listen, respond to, and evaluate oral communication and media. They focus on the message, follow directions, behave respectfully, and take notes when appropriate.

At Level 1 - 2, students are expected to meet the following learning objectives in order to make progress toward achieving Unifying Standard 1.0 by the end of grade twelve:

1.1 Focus on the speaker’s message.

- o Listen attentively and maintain eye contact. (c/p)
- o Wait to ask questions or make comments; base comments on the topic. (p)
- o Paraphrase information that has been shared orally by others. (c)
- o Return attention to speaker after an interruption or distraction. (p)
- o Behave respectfully with appropriate responses. (p)

1.2 Evaluate what is heard.

- o Determine the purpose for listening—to get information, to solve problems, for enjoyment etc. (c)
- o Ask for clarification and explanation of stories and ideas. (c)
- o Begin to distinguish verifiable fact from the speaker’s opinion. (p)
- o Listen, make a choice, and begin to support an opinion with reasons. (p)
- o Listen to constructive criticism and attempt to improve own performance. (p)

1.3 Follow oral directions.

- o Give and follow simple three- and four-step directions (c) the first time they are given. (p)
- o Listen to and repeat simple directions before beginning a task. (p)

1.4 Take notes. (p)

- o Record responses to oral information by drawing, writing, or making diagrams—Venn, clustering, listing etc.
- o Identify information for the teacher to record.

2.0 Speaking Strategies – Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They speak with a command of standard English and use presentation techniques that guide listeners’ understanding of key ideas. In discussions, students engage critically and constructively in the exchange of ideas.

At Level 1 - 2, students are expected to meet the following learning objectives in order to make progress toward achieving Unifying Standard 2.0 by the end of grade twelve:

2.1 Use organization and delivery techniques.

- o Organize presentations to maintain a clear focus. (c)
- o Retell stories and experiences logically and sequentially. (c)
- o Use a clear voice, appropriate and varied pitch. (p/c)
- o Use visual aids, descriptive words and sensory details during presentation. (p)

2.2 Participate in discussions. (p)

- o Stay on topic.
- o State own point of view.

<p>3.0 Speaking Applications – Students deliver well-organized formal presentations employing traditional rhetorical strategies: narration, exposition, persuasion, and description.</p>

At Level 1 - 2, students are expected to meet the following learning objectives in order to make progress toward achieving Unifying Standard 3.0 by the end of grade twelve:

3.1 Deliver narrative presentations. (c) *2nd core oral presentation

- o Retell stories and sequence story events by answering who, what, when, where, why and how questions. (c)
- o Recount important events or personal experiences with careful attention to sensory detail. (c/p)
- o Describe story elements—characters, setting, and plot. (c)

3.2 Deliver informative presentations.

- o Report on a topic using a variety of resources. (p)
- o State and stay on the topic. (c/p)
- o Include at least three facts or details. (p)

3.3 Deliver impromptu presentations and recitations.

- o Participate in poems, rhymes, songs, stories, chants, plays, choral reading, readers' theatre, partner reading. (p)
- o Create pictures and tell original stories about the pictures.
- o Tell familiar experiences or retell stories impromptu. (p)

READING STANDARDS LEVEL 1 - 2

1.0 Word Analysis, Vocabulary, and Fluency – Students possess sufficient vocabulary, word attack strategies, and knowledge of word origins and word relationships to read fluently and understand what they read, hear, and view.

Focus Goals

- 1.1 Apply concepts about print.
- 1.2 Apply knowledge of phonics to decode and recognize words.
- 1.3 Learn and use new words and use new words from reading.
- 1.4 Develop fluency.

2.0 Comprehension – Students understand, analyze, evaluate, and apply what they read, hear, and view, using appropriate grade-level materials. They know a variety of strategies and use them as needed. The quality and complexity of the material they read are illustrated in the California *Recommended Readings in Literature List*.

Focus Goals

- 2.1 Use strategies to comprehend informational materials and grade-level text.
- 2.2 Read to analyze and evaluate information.
- 2.3 Read informational material for practical application.

3.0 Lifelong Reading Habits – Both inside and outside of the classroom, students read a variety of materials and genres for different purposes: to learn, to access information, for personal interest, for exploration, and for enjoyment.

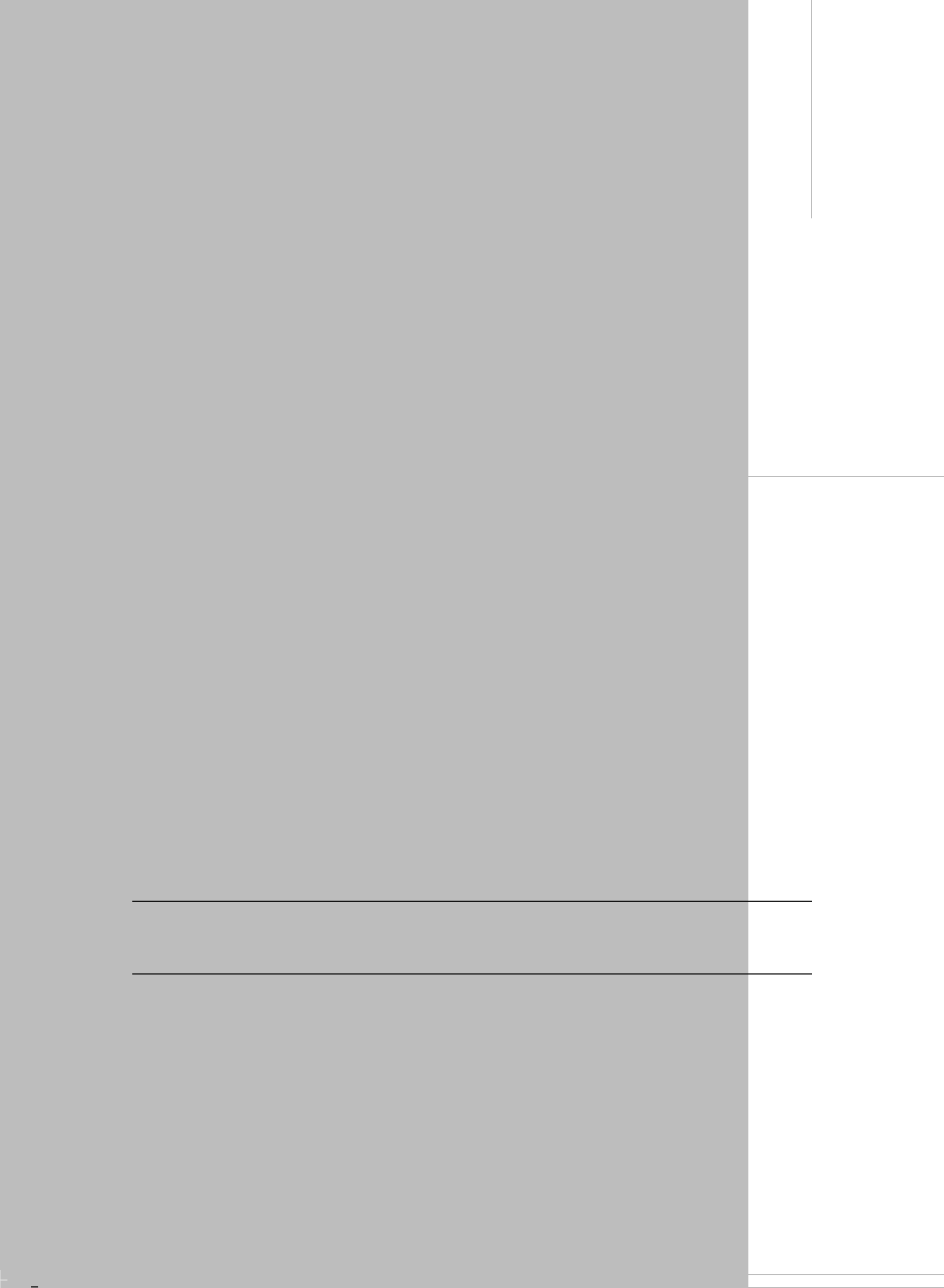
Focus Goals

- 3.1 Read a wide variety of genres.
- 3.2 Read frequently.

4.0 Literary Response and Analysis - Students read, interpret, and respond to a variety of historically or culturally significant works of literature. They analyze recurrent patterns and themes in-depth. The quality and complexity of materials they read are illustrated in the California *Recommended Readings in Literature List*.

Focus Goals

- 4.1 Read and interpret poetry.
- 4.2 Read and interpret narrative and dramatic children's literature.
- 4.3 Analyze patterns in literature.



WRITING STANDARDS LEVEL 1 - 2

1.0 Writing Strategies – Students organize and develop their ideas in ways that reflect an awareness of topic, purpose, and audience. They use stages of the writing process, as needed, to convey opinions, ideas, and reasoning. Their text is clear, focused, and coherent even when they need to meet timelines or write on demand.

Focus Goals

- 1.1 Organize and focus writing.
- 1.2 Group related ideas.
- 1.3 Revise and evaluate writing.
- 1.4 Write legibly.
- 1.5 Write on demand.

2.0 Writing Applications and Genres – Students write for a variety of purposes and audiences combining strategies of narration, exposition, persuasion, and description. They use techniques that give their writing power and impact.

Focus Goals

- 2.1 Write narratives *2nd core writing piece.
- 2.2 Write descriptive, expository, and persuasive text.
- 2.3 Write technical/business text.
- 2.4 Add power to writing.

3.0 Study and Research Skills – Students access, locate, analyze, synthesize, and evaluate information. When needed, they incorporate it into a piece of writing, correctly crediting sources.

Focus Goals

- 3.1 Alphabetize correctly.
- 3.2 Use reference sources.
- 3.3 Gather, organize, and interpret information.

4.0 Language Expressions – Students write with a command of standard English conventions: capitalization, punctuation, spelling, usage, and grammar.

Focus Goals

- 4.1 Capitalize correctly.
- 4.2 Punctuate correctly.
- 4.3 Spell correctly.
- 4.4 Write and speak with proper grammar and usage.
- 4.5 Structure sentences and paragraphs correctly.



4.0 Language Expressions – Students write with a command of standard English conventions: capitalization, punctuation, spelling, usage, and grammar.

At Level 1- 2, students are expected to meet the following learning objectives in order to make progress toward achieving Unifying Standard 4.0 by the end of grade twelve:

4.1 Capitalize correctly.

- θ Capitalize all proper nouns – names of people, pets, places, cities, countries, days of the week, months, and holidays. (c/p/2s)
- θ Capitalize words at the beginning of sentences; “I”; initials of people; and titles of people, books, and stories. (p/2s)
- θ Capitalize at the beginning of direct quotes and in the greeting and closing of letters. (c/p)

4.2 Punctuate correctly.

- θ Use commas in a date, after the greeting and closing in a friendly letter to separate items in a series. (c/p/2s)
- θ Use quotation marks with direct quotation and in dialogue. (c/p)
- θ Use apostrophes to form contractions (2s) and singular possessives. (c/p/2s)
- θ Use and edit for correct end marks - periods, exclamation points, and question marks. (p/c/s)

4.3 Spell correctly.

- θ Correctly spell words used in the PUSD spelling program. (p)
- θ Spell basic short- vowel, long-vowel, r-controlled, and consonant-blend patterns. (c)
- θ Identify correctly and incorrectly spelled sight words in context. (c/p/2s)
- θ Spell high-frequency sight words (p/c) and words that contain a phonemic segment with multiple representations. (s)

4.4 Write and speak with proper grammar and usage.

- θ Identify and correctly use nouns, plural nouns, personal pronouns action verbs, contractions and adjectives. (c/p/2s)
- θ Begin to edit for natural-sounding subject-verb agreement (p); identify past, present, future and plural forms. (2s)

4.5 Structure sentences and paragraphs correctly.

- θ Understand and use correct declarative, interrogative, imperative, and exclamatory sentences (p/c).
- θ Distinguish between complete and in-complete sentences. (c/p/2s)
- θ Use correct word order in written sentences. (c/2s)