

## 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.

## WRITING STANDARDS LEVEL 2 - 3

**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 to create a coherent paragraph.
- 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. \*2<sup>nd</sup> grade core writing piece
- 2.2 Descriptive/poetic writing.
- 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 creating 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.

## WRITING STANDARDS LEVEL 2 - 3

**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.

At Level 2 - 3, 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 Organize and focus writing.**

- o Know the purpose and audience for writing. (p/c/s) (2/3s)
- o Use prewriting strategies—brainstorming, clustering, discussions, listing, word walls, webbing, Venn diagrams. (p)
- o Group related ideas (2s) into a single paragraph. (p/s) (3s)

**1.2 Group related ideas to create a coherent paragraph. (c)**

- o Group two to four sentences on one topic into paragraph form.
- o Develop a topic sentence with simple supporting facts and details (p/c).

**1.3 Revise and evaluate writing.**

- o Identify unrelated ideas (s).
- o Revise drafts to improve coherence and the logical progression of ideas, and provide more descriptive detail. (c)
- o Write a final draft after revising/editing based on an established rubric and on teacher/peer response.

**1.4 Write legibly.**

- o Write neatly with reasonable speed (p) in cursive or joined italic, adhering to margins and correct spacing between letters in a word and words in a sentence. (c)

**1.5 Write on demand. (p)**

- o Submit assignments on time.
- o Write at least twice a week in a personal journal.
- o Practice brief timed-writings.

**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.

At Level 2 - 3, 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 Write narratives. \*2<sup>nd</sup> grade core writing piece**

- o Describe and explain fictional or autobiographical experiences or events.
- o Narrate familiar events and experiences using a recognizable beginning, middle, and end. \*3 core writing piece (p/c)
- o Describe the setting, characters, objects and events in well chosen details to develop the plot. (p/c)
- o Provide insight into why the incident is memorable (c).
- o Imitate literary genres by writing original myths, legends, or fairy tales.

**2.2 Descriptive/poetic writing.**

- o Use concrete sensory details to present and support unified impressions of people, places, things, or experiences. \*3<sup>rd</sup> core writing piece.
- o Write structured poetry in a variety of forms (e.g. acrostic, cinquain, haiku, couplets, diamante).
- o Write notes using pictures and words to describe an object or observation, and use the notes to write sentences.

Informative writing:

- o Incorporate facts into sentences to write reports and book reviews.

Persuasive writing:

- o Express opinions in writing.

**2.3 Write technical/business text.**

- o Write personal and formal letters, thank you notes, and invitations (p/c) that consider the audience, purpose, and context. (c) \*3<sup>rd</sup> core writing piece
- o Include the date, proper salutation, body, closing, and signature. (p/c/s) (2/3s)
- o Address envelopes. (p)
- o Complete simple forms with name, address, phone number, birthdate, etc., (e.g. school applications, activity registrations, tests, and surveys). (p)

**2.5 Add power to writing. (p)**

- o Write with more than one type of sentence and begin to vary sentence patterns, lengths and beginnings.
- o Begin to use alliteration, onomatopoeia, personification, and similes.

**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.

At Level 2 - 3, 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 Alphabetize correctly.**

- o Alphabetize a series of words to the second (2s) and third letter. (3s) (p/c/s)

**3.2 Use reference sources.**

- o Use a dictionary to determine syllables, pronunciation, word meaning, and use of guide words. (3s)
- o Locate information using a glossary, table of contents (3s), chapter headings, title page. (2s)(p/c)
- o Understand the structure, organization, and use of various reference materials—atlas, computerized card catalog, dictionary, encyclopedia, thesaurus. (c/p)

**3.3 Gather, organize, and interpret information.**

- o Complete sentence frames and find answers to specific questions from one or more sources. (p)
- o Begin to take notes from information sources or reference materials. (p)

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

At Level 2 - 3, 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.**

- o Capitalize all proper nouns – names (people, pets, places, days of the week, months, holidays), (2s) geographical names, historical periods, special events (p/c), works of art (s), (3s), nationalities, ethnicities, names of companies and commercial products. (p)
- o Capitalize words at the beginning of sentences; “I”; initials of people; and titles of people, books, and stories. (2s)
- o Capitalize at the beginning of direct quotes and in the greeting and closing of letters.

**4.2 Punctuate correctly.**

- o Use commas in a date, after the greeting and closing in a friendly letter, to separate city and state, and to separate items in a series. (p/c/s) (3s)
- o Use quotation marks around direct quotations; in dialogue; around titles of poems, songs, short stories, and articles. (p)
- o Underline titles of books, movies, newspapers, magazines. (p)
- o Use apostrophes to form contractions (p/c) (2s) and singular possessives. (2s) (p)
- o Use parentheses correctly.
- o Edit for the use of correct end marks – periods, question marks, and exclamation points.

**4.3 Spell correctly.**

- o Correctly spell words used in the PUSD spelling program. (p)
- o Spell one-syllable words that have short-vowel, long-vowel, r-controlled, consonant-blends, contractions, compounds, and orthographic patterns (e.g., qu, constant doubling, change y to i). (c)
- o Identify correctly and incorrectly spelled sight words in context.
- o Spell common homophones (e.g., hair-hare). (c)
- o Begin to spell and use plural nouns (-s, -es, -ies endings) and past tense regular and irregular verbs correctly. (p)

**4.4 Write and speak with proper grammar and usage.**

- o Identify and use past, present, and future tenses for regular and irregular verbs in writing and speaking. (3s) (p/c/s)
- o Identify and use regular and plural forms of verbs in sentences.
- o Identify and use subject-verb agreement, nouns, plural nouns, pronouns, personal pronouns, (I/me, he/him, she/her, they/them, we/us) action verbs, adjectives, compounds words, and articles in sentences. (c) (3s)
- o Use personal pronouns correctly (I/me, he/him, she/her, they/them, we/us) (3s) and use possessive pronouns correctly. (4s) (p)
- o Identify and edit simple subjects and predicates in single-clause sentences. (p/c)

**4.5 Structure sentences and paragraphs correctly.**

- o Understand and use correct declarative, interrogative, imperative, and exclamatory sentences. (3s) (p/c)
- o Combine two sentences into one. (s) (3s)
- o Identify fragments, run-ons, and incomplete sentences. (2/3s) (p)
- o Use correct word order in written sentences. (2s)
- o Identify irrelevant information in a paragraph. (s) (3s)

## LISTENING/SPEAKING STANDARDS LEVEL 2 - 3

**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.
- 3.2 Deliver descriptive presentations. \*3rd core oral presentation
- 3.3 Deliver informative presentations. \*2nd core oral presentation
- 3.4 Deliver dramatic presentations and recitations.

## LISTENING/SPEAKING STANDARDS LEVEL 2 - 3

**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 2 - 3, 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 Maintain eye contact. (p)
- o Wait to ask questions or make comments; base comments on the message. Retell, paraphrase, and explain information that has been shared orally by others. (p)
- o Return attention to speaker after an interruption or distraction.
- 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.
- o Distinguish verifiable fact from the speaker's opinions. (p/c)
- o Begin to use constructive criticism to improve own performance. (p)
- o Listen, then compare ideas and point of view in broadcast and print media to support an opinion with reasons. (c)
- o Connect and relate prior experiences, insights, and ideas to those of a speaker and ask for clarification and explanation of stories and ideas. (c)
- o Respond to questions with appropriate elaboration. (c)

**1.3 Follow oral directions.** (p)

- o Give and follow simple three- and four-step directions the first time they are given.
- o Listen to all directions the first time they are given before starting a task.
- o Ask clarifying questions.

**1.4 Take notes.** (p)

- o Record responses to oral information by drawing, writing, or making diagrams - Venn, clustering, listing, etc.
- o Begin to record homework assignments.

**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 2 - 3, 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 Use appropriate volume, posture, eye contact, tone, pacing, and varied pitch. (p/c)
- o Maintain a clear focus and begin to organize speech with an introduction, body, and conclusion. (p/c)
- o Retell stories and organize ideas chronologically (sequentially) or around major points of information. (c)
- o Clarify and enhance presentation with appropriate props—objects, pictures, charts, etc. (p/c)

p=PUSD c=California s=SAT-9 \*=inclusion by committee

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**2.3 Participate in discussions. (p)**

- o Stay on topic.
- o Listen to others and before commenting, refrain from interrupting or dominating.
- o State own point of view.

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

At Level 2 - 3, 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.**

- o Make brief presentations on experiences or incidents. (p/c)
- o Move through a logical sequence of events.
- o Include well-chosen details to develop character, setting, and/or plot. (c)
- o Provide insight into why the experience or incident is memorable. (c)

**3.2 Deliver descriptive presentations. \*3<sup>rd</sup> core oral presentation**

- o Describe a person, place, thing, or experience. (p)
- o Use facts and concrete sensory details to develop a unified central idea. Maintaining focus on the topic. (c)

**3.3 Deliver informative presentations. \*2<sup>nd</sup> core oral presentation**

- o State the topic and report on it using a variety of resources.
- o Give information about a topic or individual, stay focused on the topic and provide facts and details to support topic.

**3.4 Deliver dramatic presentations and recitations.**

- o Tell familiar experiences or retell stories impromptu.
- o Plan and present dramatic interpretations of experiences, stories, poems, or plays (readers' theatre), choral reading, partner reading. \*3<sup>rd</sup> core oral presentation. (c)
- o Use appropriate intonation, vocal pattern, clear diction, pitch, tempo, and tone, and volume to emphasize important passage of the selection being read. (c)
- o Read prose and poetry aloud with fluency, rhythm, and pace. (c)

## READING STANDARDS LEVEL 2 - 3

**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 Decode and recognize words.
- 1.2 Learn and use new words from reading.
- 1.3 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 Reading List*.

Focus Goals

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

**3.0 Life-Long 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. (2/3s)
- 3.2 Read extensively.

**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 Reading List*.

Focus Goals

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

## READING STANDARDS LEVEL 2 - 3

**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.

At Level 2 - 3, students are expected meet the following learning objectives in order to make progress toward achieving Unifying Standard 1.0 by the end of grade twelve:

### 1.1 Decode and recognize words.

- o Recognize and use blends, diphthongs, r-controlled vowel sounds, and digraphs.
- o Apply basic syllabication rules to decode regular multi-syllable words.
- o Use complex word families (e.g., -ight) to decode unfamiliar words (c).
- o Identify and match words with the same initial and final sounds and with the same interior long-and – short vowel sounds. (2s)
- o Apply knowledge of prefixes (un-, re-, pre-, bi-, mis-, dis-) and suffixes (-ing, -ly, -er, -est, -ful) to determine the meanings of words. (p/c)
- o Identify and correctly use regular plurals (-s, -es, ies) and irregular plurals (e.g.fly/flies, wife/wives).
- o Read common abbreviations (e.g. Feb., Sun., Rt., St.).

### 1.2 Learn and use new words from reading.

- o Use picture, word context (2s) and sentence clues to find the meaning of unknown words. (3s)
- o Apply knowledge of antonyms, synonyms, homonyms (p/c/s), (homophones) (2/3s) and homographs (c/s).
- o Demonstrate knowledge of levels of preciseness among grade-appropriate words, explain the importance of these relations (e.g., dog/mammal/animal/living thing). (c)

### 1.3 Develop fluency.

- o Read a large bank of sight words. (p)
- o Read narrative and expository text aloud and silently to improve fluency, accuracy, pacing, intonation, rhythm, and expression. (c)

**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 Reading List*.

At Level 2 - 3, 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 strategies for comprehending informational materials and grade-level text.

- o Establish a purpose for reading (p/c)—to learn, to access information, for personal interest (p).
- o Determine the author’s purpose and intended audience. (3s)
- o Use Know/Want/Learn (KWL) model and reciprocal strategies (predicting, clarifying, questioning, summarizing). (p)
- o Integrate meaning with structural and visual cross-check cueing systems (p).
- o Use picture clues and begin to preview titles, headings, bold-face words, visuals, table of contents, chapter headings, glossaries, indexes to locate information. (p)
- o Ask questions and confirm answers by connecting prior knowledge with literal and inferential information found in text (c).
- o Begin to understand logical relationships—comparison/contrast, cause/effect, hypothesis/evidence, problem/solution. (p/c) (3s)

**2.2 Read to analyze and evaluate information.**

- o Ask clarifying questions (e.g., why? what if? how?). (c)
- o Recall major points in text, make and modify predictions, locate answers to questions, and identify problems and solutions in text. (c)
- o Identify and distinguish main idea and supporting details in expository text (3s) and narrative text. (p/c/s).
- o Restate facts and details in text to clarify, cluster, and classify ideas and information. (2s)
- o Begin to distinguish between fact and opinion (3s) and cause and effect. (p/s)
- o Make connections between text, own ideas, experiences, and prior knowledge.

**2.3 Read informational material for practical application.**

- o Use information from text, titles, table of contents, and chapter headings to solve a problem, and to organize information into a chart or graph. (p)
- o Use titles, table of contents and chapter headings to locate information and to scan for a specific sentence, paragraph or answer.
- o Interpret information from diagrams, charts, maps, graphic organizers and graphs. (2/3s)
- o Follow multiple-step written instructions (e.g., how to assemble a product or use a game board). (c)

**3.0 Life-Long 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.

At Level 2 - 3, 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 Read a wide variety of genres. (2/3s)**

- o Read functional text, (e.g., instructions, advertisements, directions, game rules, labels, forms, charts, schedules, recipes). (p/c/s)
- o Read narrative text, (i.e., classic and contemporary fiction and nonfiction). (p/c)
- o Read expository text, (e.g., magazines, newspapers, textbooks, on-line information). (p/c)

**3.2 Read extensively.**

- o Read and are read to daily.
- o Choose to read independently beyond school requirements for enjoyment, interest, and exploration (p).
- o Make progress towards the grade four goal of reading independently one-half million words annually (c), equivalent to approximately 20 grade-level books.
- o Read increasingly challenging materials (p).

**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 Reading Lists*.

At Level 2 - 3, 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 Read poetry.**

- o Begin to identify different types of poetry—haiku, limerick, and rhymed verse (p).
- o Begin to recognize the musical elements of literary language (e.g., alliteration, onomatopoeia, rhymes, rhythm). (p/c)

**4.2 Read and interpret narrative and dramatic children’s literature.**

- o Read pattern books, big books, picture books, chapter books/novels, stories, plays, biographies, historical journals.
- o Identify literary elements and use terms in responses—story line, setting, character traits, point of view (speaker or narrator), conflict (problem) (3s) and theme (moral lesson or author’s message). (3/s) (p)
- o Determine what characters are like by what they say or do and by how the author or illustrator portrays them. (c)
- o Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world. (c)
- o Make predictions of outcomes (2/3s) and infer and extend meaning beyond a passage. (2s)
- o Distinguish real and unreal stories or details (fact/fantasy/fiction). (3s) (s)
- o Generate alternative endings to plots and identify reasons for, and impact of, the alternatives.

**4.3 Analyze patterns in literature. (c)**

- o Compare and contrast plots, settings, and characters presented by different authors.
- o Compare and contrast different versions of the same stories that reflect different cultures.
- o Distinguish among common forms of literature—poetry, drama, fiction, non-fiction. (c)