

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 3-4**

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. *3rd core oral presentation
- 3.2 Deliver descriptive presentations. *3rd core oral presentation
- 3.3 Deliver informative presentations.
- 3.4 Deliver dramatic presentations and recitations.
- 3.5 Deliver oral summaries of books and articles. *4th core oral presentation
- 3.6 Deliver demonstration speeches.

LISTENING/SPEAKING STANDARDS LEVEL 3-4

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 3-4, 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.

- θ Maintain eye contact.
- θ Wait before asking thoughtful questions or making relevant responses to questions.
- θ Retell, paraphrase, explain, and summarize major ideas and supporting evidence presented in spoken messages and formal presentations. (c)
- θ Behave respectfully with appropriate responses.

1.2 Evaluate what is heard.

- θ Distinguish verifiable fact from a speaker's opinion.
- θ Begin to use constructive criticism to improve own performance.
- θ Compare and evaluate the point of view and role of the media in focusing attention on events and in forming opinions on issues. (c)
- θ Connect and relate prior experiences, insights and ideas to those of a speaker to identify the speaker's intent and qualifications.
- θ Respond to questions with appropriate elaboration. (c)
- θ Identify how language (e.g., sayings, expressions, usage) reflects regions and cultures.

1.3 Follow oral directions.

- θ Listen to all directions the first time they are given before starting a task.
- θ Ask clarifying questions.
- θ Begin to record oral directions in writing.

1.4 Take notes.

- θ Begin to record responses to oral information with graphic organizers – Venn diagrams, web, cluster, listing, drawing, writing or making diagrams.
- θ Record homework assignments.
- θ Identify and record main ideas or questions to be asked after a discussion or a presentation.
- θ Begin to list main ideas for a speech on note cards.

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 3-4, 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.

- θ Use appropriate volume, pitch, phrasing, pace, modulation, tone, posture, eye contact and gestures to enhance meaning. (c)
- θ Explain and clarify information with details, examples, anecdotes, experiences, and visual aids (props, pictures, charts, etc.).
- θ Organize ideas chronologically or around major points to help listeners follow key ideas and concepts. (c)
- θ Present an effective introduction, body and conclusion that help listeners understand key ideas and evidence. (c)
- θ Use a structure to convey information (e.g., cause/effect/similarity/difference).
- θ Monitor verbal static (um, uh-huh).
- θ Refer to note cards and make eye contact intermittently.

2.2 Participate in discussions.

- θ Stay on topic and ask clarifying questions.
- θ Listen to others before commenting; refrain from interrupting or dominating.
- θ 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 3-4, 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. **3rd core oral presentation (c)*

- θ Make brief presentations which describe familiar experiences or incidents.
- θ Describe where the action takes place (setting).
- θ Include well-chosen details to develop character, setting, and/or plot.
- θ Provide insight into why an experience or incident is memorable.

3.2 Deliver descriptive presentations. **3rd core oral presentation (c)*

- θ Describe a person, place, thing, or experience.
- θ Use an introduction, facts and concrete sensory details that develop a unified central idea about a topic to help listeners focus.

3.3 Deliver informative presentations.

- θ Give information about a topic or individual, stay focused on the topic, and provide facts and details to support topic. **3rd core oral presentation (c)*
- θ Frame a key question, incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports), and conclude with a summarizing statement. **4th core oral presentation. (c)*

3.4 Deliver dramatic presentations and recitations.

- θ Plan and present dramatic interpretations of experiences, stories, poems, plays (reader's theater), choral reading, and partner reading. **3rd core oral presentation (c)*
- θ Recite two- or –three stanza poems, brief soliloquies, or dramatic dialogues. **4th core oral presentation. (c)*
- θ Use appropriate intonation, vocal pattern, clear diction, pitch, tempo, tone, volume and phrasing to emphasize important passage of the selection being read. (c)
- θ Read prose and poetry aloud with fluency, rhythm, and pace. (c)

3.5 Deliver oral summaries of books and articles. **4th coral oral presentation*

- θ Include the main ideas of an event or article, and the most significant details.

3.6 Deliver demonstration speeches.

- θ Explain a process with an effective introduction and clearly stated purpose.
- θ Create a product and “sell” it to the class.
- θ Explain and demonstrate a process in sequential order.
- θ Use visual aids.

READING STANDARDS LEVEL 3-4

1.0 Word Analysis, Vocabulary, and Fluency – Students use word attack skills and strategies. They read fluently and acquire sufficient vocabulary to understand what they read, hear and view.

- 1.1 Decode, recognize and learn new words from reading.
- 1.2 Use grade level vocabulary in reading, speaking and writing.
- 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 *Recommended Readings in Literature List*.

- 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.

- 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*.

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

READING STANDARDS LEVEL 3-4

1.0 Word Analysis, Vocabulary, and Fluency – Students use word attack skills and strategies. They read fluently and acquire sufficient vocabulary to understand what they read, hear and view.

At Level 3 - 4, 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 Decode, recognize and learn new words from reading.

- o Decode regular multi-syllable words by using complex words families (e.g. -ight). (c)
- o Apply knowledge of prefixes (*un-, re-, pre-, bi-, mis-, dis-*), suffixes (*-er, -est, -ful*) word origins, derivations, idioms, clues and Greek and Latin roots (e.g., international) to determine the meanings of unknown or complex words and phrases). (c/s4)
- o Identify and define figurative language in poetry and prose – simile, metaphor, hyperbole, and personification. (c)

1.2 Use grade level vocabulary in reading, speaking and writing.

- o Use sentence and word context to find the meaning of unknown words (3s) and to interpret multiple meanings of words. (c/4s)
- o Apply knowledge of antonyms, synonyms, homonyms (homophones), and homographs. (c/3s)
- o Demonstrate knowledge of levels of preciseness among grade-appropriate words, explain the important of these relations (e.g., dog/mammal/animal/living thing) and use a thesaurus to determine related words and concepts. (c)

1.3 Develop fluency.

- o Read a large bank of sight words.
- 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 *Recommended Readings in Literature List*.

At Level 3 - 4, 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 to comprehend informational materials and grade-level text.

- o Use appropriate strategies when reading for different purposes (e.g., full comprehension, locating information, and personal enjoyment). (p)
- o Determine the author's purpose and intended audience. (c/3s)
- o Use graphic organizers (4s), models (Know/Want/Learn) and reciprocal strategies (predicting, clarifying, questioning, summarizing).
- o Preview titles, headings, bold-face words, visuals, table of contents, chapter headings, glossaries, indexes, summaries and questions to locate information. (c/s)
- o Ask questions, make predictions, and confirm answers by connecting prior knowledge with literal and inferential information found in text using illustrations, titles, topic sentences, key words, and foreshadowing clues. (c)
- o Begin to understand logical relationships—comparison/contrast, cause/effect, hypothesis/evidence, problem/solution. (c/3s)
- o Identify structural patterns – sequence and chronological order, proposition/support, analogies. (c)

2.2 Read to analyze and evaluate information.

- o Recall major points, 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, (3s) summarize, and begin to paraphrase expository text. (c)
- o Begin to distinguish between fact and opinion (3s), and cause and effect. (c)
- o Begin to form opinions supported by text, ask questions to further understanding, draw conclusions, and make judgments.
- o Evaluate new information and hypotheses by testing them against known information and ideas. (c)
- o Compare and contrast information on the same topic after reading several passages or articles. (c)

2.3 Read informational material for practical application.

- o Use information from text to solve a problem, to organize information into a chart or graph, to answer questions and to compare projects. (c)
- o Scan to find a specific sentence, paragraph or to locate information.
- o Interpret information from diagrams, charts, maps, and graphs (c/3s).
- o Follow multiple-step written instructions (e.g., how to assemble a product or use a game board) or a technical manual (e.g. how to use computer commands or video games). (c)

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.

At Level 3-4, 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. (c/3,4s)

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

3.2 Read frequently.

- o Read and are read to daily.
- o Choose to read independently beyond school requirements for enjoyment, interest, and exploration. (c)
- o Make progress towards the grade 4 goal of reading independently one-half million words annually, about 20 grade-level books. (c)
- o Read increasingly challenging materials.

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*.

At Level 3-4, 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 Identify different types of poetry—haiku, limerick, rhymed verse, and narrative.
- o Uses literary terms to analyze poetry - alliteration, onomatopoeia, rhymes, and simile. (c)

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

- o Read chapter books/novels, stories, plays, biographies, historical journals, and essays/speeches.
- o Identify literary elements and use terms in responses—plot line, setting, character traits, point of view (speaker or narrator), conflict, (problem) (3s), climax (high point), and theme (moral lesson or author’s message). (c/3/4s)
- o Identify the main events of the plot, their causes, and how each influences future actions; including the basic plots of classic fairy tales, myths, folk tales, legends and fables from around the world. (c)
- o Extend inferences beyond text about characters and predictions of outcome. (3/4s)
- o Distinguish real and unreal stories or details (fact/fantasy/fiction). (c/3s)
- o Use knowledge of a situation and setting and of a character’s traits and motivations to determine causes for that character’s actions. (c/4s)

4.3 Analyze patterns in literature. (c)

- o Distinguish among common forms of literature—poetry, drama, fiction, non-fiction.
- o Describe the structural differences of fantasies, fables, myths, legends, and fairy tales.
- o Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).

WRITING STANDARDS LEVEL 3-4

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 Create first a single coherent paragraph, then develop multiple paragraph compositions.
- 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.
- 2.2 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.

WRITING STANDARDS LEVEL 3-4

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 3-4, 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.

- θ Select a focus, organization, and point of view based upon purpose. (c/3s)
- θ Use prewriting strategies—brainstorming, clustering, discussions, listing, word walls, webbing, Venn diagrams, informal outlining and free writing.
- θ Begin to organize notes into paragraphs (3s) and use chronological order, order of importance, cause/effect, and posing/answering questions as structures for conveying information. (c)

1.2 Create first a single coherent paragraph, then develop multiple paragraph compositions. (c)

- θ Provide an introduction with an engaging opening (e.g., dialogue, action, description, fact).
- θ Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.
- θ Include supporting sentences or paragraphs with simple facts, details, and explanations.
- θ Conclude with a sentence or paragraph that summarizes the points or restates the main idea.
- θ Indent paragraphs properly.

1.3 Revise and evaluate writing.

- θ Identify unrelated ideas. (3/4s)
- θ Revise and edit selected drafts to improve coherence and the logical progression of adding, deleting, consolidating, and rearranging text. (c)
- θ Use an established rubric, (c) feedback from peers and the teacher, and self reflections to make revisions.

1.4 Write legibly. (c)

- θ Write neatly with reasonable speed from manuscript to cursive and vice versa, adhering to margins and correct spacing between letters in a word and words in a sentence.

1.5 Write on demand.

- θ Submit assignments on time and begin to complete incremental steps in long-term projects by deadlines.
- θ Write daily in a variety of logs and journals to ask questions and make observations.
- θ 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 3-4, 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.

- θ Describe familiar events and experiences that relate or tell ideas and observations, using a recognizable beginning, middle, or end. **3/4 core writing piece.* (c)
- θ Begin to use narrative and descriptive strategies – engaging opening, sensory details, dialogue, setting, characters, plot, point of view. (c)
- θ Provide a context to enable the reader to imagine an event or experience, and provide insight into why an event is memorable. (c)
- θ Imitate literary genres by writing original myths, legends, or fairytales.
- θ Add an original character, situation, or ending to a story or rewrite a story from a different point of view.

2.2 Write descriptive, expository, and persuasive text.

Informative reports. (*4): (c)

- θ Frame a key question about an issue or situation.
- θ Stay focused on the topic and write about facts and details to inform readers.
- θ Draw from more than one source of information (e.g., speakers, books, newspapers, media sources).
- θ Write a newspaper article report or book review that includes who, what, where, when, why, and how.

Responses to literature (*4): (c)

- θ Demonstrate an understanding of a literary work.
- θ Support judgments through references to a text and to prior knowledge.

Summaries (*4):

- θ Include the main ideas of a reading selection and the most significant details.
- θ Summarize selections from newspapers, oral reports, and reference materials.

Descriptive/poetic writing:

- θ Use concrete sensory details to present and support unified impressions of people, places, things or experiences. **3rd core writing piece.* (c)
- θ Begins to write structured poetry in a variety of forms (e.g., acrostic, cinquain, haiku, couplets, diamante) about historical events, scientific topics and/or literature.
- θ Write a paragraph based on first-hand observational notes.

Persuasive writing:

- θ Express judgments or opinions in writing.
- θ Begin to use facts read, viewed, or discussed to defend opinions.

2.3 Write technical/business text.

- θ Write personal and formal letters, thank you notes, and invitations that consider the audience, purpose, and context. *3rd core writing piece. (c)
- θ Include the date, proper salutation, body, closing, and signature. (3s)
- θ Address envelopes.
- θ Complete simple forms with name, address, phone number, birthdate, etc. (e.g., school applications, activity registrations, tests, and surveys).
- θ Write steps to complete a simple task in sequential order.

2.4 Add power to writing. (p)

- θ Vary word choice by using synonyms and descriptive words from a thesaurus or other reference materials to identify alternative word choices and meanings. (c)
- θ Write with more than one type of sentence by using a variety of sentence patterns, lengths and beginnings.
- θ Use literary devices and figurative language (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 3-4, 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.

- θ Alphabetize a series of words to the third letter (3s), to the fifth letter. (c/4s)

Use Technology: (c)

- θ Demonstrate basic keyboarding skills and familiarity with the vocabulary of technology – cursor, software, memory, disk drive, hard drive, etc.

3.2 Use reference sources.

- θ Use a dictionary to determine syllables, pronunciation, word meaning; use guide words. (3s)
- θ Locate information in reference texts as an aid to writing (e.g., encyclopedia, dictionary, thesaurus, and online information) by using organizational features (e.g., glossary, table of contents (3s), preface, appendix, title page, index). (c)
- θ Understand the structure, organization, and use of various reference materials, library, and media sources – almanac, atlas, computerized card catalog, Dewey Decimal System, dictionary, encyclopedia, library software, magazines, newspapers, and thesaurus. (c/4s)

3.3 Gather, organize, and interpret information.

- θ Find answers to specific questions; quote or paraphrase information sources, citing them appropriately.
- θ Begin to take and paraphrase in notes to organize information and ideas from multiple sources.
- θ Combine information from two sources in a research report.

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

At Level 3-4, 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 Practice and apply all skills learned in levels 1-3 (3s).
- θ Capitalize geographical names, holidays, historical periods, special events, (c) works of art (3s), nationalities, ethnicities, names of companies, commercial products, magazines, newspapers, musical compositions, organizations and the first work in quotations. (4s)

4.2 Punctuate correctly.

- θ Use commas in a date, after the greeting and closing in a friendly letter, to separate city and state, to separate items in a series. (c/3s)
- θ Use quotation marks around titles of poems, songs, short stories, articles and dialogue. (4s)
- θ Underline or use italics to identify titles of books, movies, newspapers, magazines. (p)
- θ Use apostrophes to form contractions, singular possessives and plural possessives. (c)
- θ Use parentheses correctly.
- θ Use a period at the end of an abbreviation. (4s)

4.3 Spell correctly.

- θ Correctly spell words used in the PUSD spelling program.
- θ Spell one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, constant doubling, change y to i). (c)
- θ Spell common homophones (e.g., hair-hare). (c)
- θ Spell roots, prefixes, suffixes, and syllable constructions. (4s)
- θ Spell and use plural nouns (-s, -es, -ies endings) and past tense regular and irregular verbs correctly.

4.4 Write and speak with proper grammar and usage. (c/4s)

- θ Identify and use past, present, and future tenses for regular, plural and irregular verbs in writing and speaking. (3s)
- θ Identify and use subject-verb agreement, pronouns, adjectives, compounds words, and articles in sentences (3s). Identify and use adverbs, prepositions and coordinating conjunctions in sentences. (4s)
- θ Use personal pronouns correctly—I/me, he/him, she/her, they/them, we/us. (3s)
- θ Identify simple subjects and predicates in single-clause sentences.

4.5 Structure sentences and paragraphs correctly.

- θ Understand and use correct declarative, interrogative, imperative, and exclamatory sentences. (c/3s)
- θ Use simple and compound (two sentences into one) (3s) sentences in writing and speaking. (c)
- θ Combine short related sentences with appositives, participle phrases, adjective, adverbs, and positional phrases. (c)
- θ Identify fragments, run-ons, and incomplete sentences. (3s)
- θ Identify irrelevant information in a paragraph. (3c)
- θ Edit for complete sentences and correct paragraph form.