

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.

READING STANDARDS LEVEL 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 (standards, outcomes, expectations)

- 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 *Recommended Readings in Literature List*.

Focus Goals (standards, outcomes, expectations)

- 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 (standards, outcomes, expectations)

- 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 (standards, outcomes, expectations)

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

WRITING STANDARDS LEVEL 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 (standards, outcomes, expectations)

- 1.1 Organize and focus writing
- 1.2 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 (standards, outcomes, expectations)

- 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 (standards, outcomes, expectations)

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

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

Focus Goals (standards, outcomes, expectations)

- 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

LISTENING/SPEAKING STANDARDS LEVEL 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 (standards, outcomes, expectations)

- 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 presentation techniques that guide listeners' understanding of key ideas. In discussion, students engage critically and constructively in the exchange of ideas.

Focus Goals (standards, outcomes, expectations)

- 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 (standards, outcomes, expectations)

- 3.1 Deliver narrative presentations
- 3.2 Deliver descriptive presentations
- 3.3 Deliver informative presentations
- 3.4 Deliver dramatic presentations and recitations

**READING STANDARDS
LEVEL 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 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 Decode and recognize words:

- θ Decode regular multi-syllable words (c).
- θ Use complex word families (e.g., *-ight*) to decode unfamiliar words (c).
- θ Apply knowledge of prefixes (*un-*, *re-*, *pre-*, *bi-*, *mis-*, *dis-*) and suffixes (*-er*, *-est*, *-ful*) to determine the meanings of words (p/c).

1.2 Learn and use new words from reading:

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

1.3 Develop fluency:

- θ Read a large bank of sight words (p).
- θ 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, 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:

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

2.2 Read to analyze and evaluate information:

- θ Locate the answers to questions in text (p/c).
- θ Identify and distinguish main idea and supporting details in expository text (p/c/s).
- θ Begin to distinguish between fact and opinion (p/s).
- θ Recall major points in text and make and modify predictions about forthcoming information (c).
- θ Extract appropriate and significant information from text, including problems and solutions (c).

2.3 Read informational material for practical application:

- θ Use information from text to solve a problem or to organize information into a chart or graph (p).
- θ Interpret information from diagrams, charts, maps, and graphs (p/c/s).
- θ Begin to scan to find a specific sentence or paragraph or answers to questions (p).
- θ Follow simple multiple-step written instructions (e.g., how to assemble a product or use a game board) (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, 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 (p/c/s):

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

3.2 Read frequently:

- θ Read and are read to daily (p).
- θ Choose to read independently beyond school requirements (c) for enjoyment, interest, and exploration (p).
- θ Make progress towards the grade 4 goal of reading independently one-half million words annually (c), about 20 grade-level books.
- θ 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 Recommended Readings in Literature List*.

At Level 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:

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

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

- θ Read chapter books, stories, plays, biographies, and historical journals (p).
- θ Identify literary elements and use terms in responses—*story line*, *setting*, *character traits*, *point of view* (p).
- θ Determine the conflict (problem) of a story (s).
- θ Identify the speaker or narrator in a selection (p/c).
- θ Determine what characters are like by what they say or do and by how the author or illustrator portrays them (c).
- θ Determine the underlying theme, moral lesson (s), or author’s message in fiction and non-fiction (p/c).
- θ Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world (c).
- θ Distinguish real and unreal stories or details (s).
- θ Make predictions of outcome (p/s).

4.3 Analyze patterns in literature (c):

- θ Distinguish among common forms of literature—poetry, drama, fiction, non-fiction.

**WRITING STANDARDS
LEVEL 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 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:

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

1.2 Create a coherent paragraph:

- θ Adhere to one topic (p).
- θ Develop a topic sentence with simple supporting facts and details (p/c).

1.3 Revise and evaluate writing:

- θ Identify unrelated ideas (s).
- θ Revise drafts to improve coherence and the logical progression of ideas (c).
- θ Use an established rubric (c) and feedback from peers and the teacher to make revisions (p).

1.4 Write legibly:

- θ 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):

- θ Submit assignments on time.
- θ Write at least twice a week in a personal journal.
- 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, 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 Narrate familiar events and experiences using a recognizable beginning, middle, and end (p/c). *
- θ Describe where the action takes place (setting) (p/c).
- θ Include well-chosen details to develop the plot (c).
- θ Provide insight into why the incident is memorable (c).
- θ Imitate literary genres by writing original myths, legends, or fairytales (p).

2.2 Write descriptive, expository, and persuasive text:

Descriptive/poetic writing:

- θ Use concrete sensory details to present and support unified impressions of people, places, things, or experiences (c). *
- θ Write structured poetry in a variety of forms (e.g., acrostic, cinquain, haiku, couplet, diamante) (p).
- θ Begin to write notes based on first-hand observation (p).

Informative reports (p):

- θ Write reports and book reviews.

Persuasive writing (p):

- θ Express opinions in writing.

*Core writing piece

2.3 Write technical/business text:

- θ Write personal and formal letters, thank you notes, and invitations (p/c) that consider the audience, purpose, and context (c).*
- θ Include the date, proper salutation, body, closing, and signature (p/c/s).
- θ Address envelopes (p).
- θ Complete simple forms with name, address, phone number, birthdate, etc. (p).

2.4 Add power to writing (p):

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

*Core writing piece

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, 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 (p/c/s).

3.2 Use reference sources:

- θ Use a dictionary to determine syllables, pronunciation, words meaning, and use of guide words (p/c/s).
- θ Locate information with an encyclopedia, title page, index, table of contents (p/c/s), glossary, and thesaurus (p/c).
- θ Understand the structure, organization, and use of various reference materials—atlas, computerized card catalog, dictionary, encyclopedia, thesaurus (p/c).

3.3 Gather, organize, and interpret information (p):

- θ Find answers to specific questions from one or more sources.
- θ Begin to take notes from information sources or reference materials.

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

At Level 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:

- θ Practice and apply all skills learned in levels 1-2 (p/c/s).
- θ Capitalize geographical names, holidays, historical periods, special events (p/c), works of art (s), nationalities, ethnicities, and names of companies and commercial products (p).

4.2 Punctuate correctly:

- θ 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).
- θ Use quotation marks around titles of poems, songs, short stories, and articles (p).
- θ Underline titles of books, movies, newspapers, magazines (p).
- θ Use apostrophes to form contractions (p/c) and singular possessives (p).

4.3 Spell correctly:

- θ Spell high-frequency words used in the PUSD spelling program (p).
- θ Spell one-syllable words that have blends, contractions, compounds, and orthographic patterns (e.g., *qu*, constant doubling, change *y* to *i*) (c).
- θ Spell common homophones (e.g., *hair-hare*) (c).
- θ 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:

- θ Identify and use past, present, and future tenses for regular and irregular verbs in writing and speaking (p/c/s).
- θ Identify and use subject-verb agreement, pronouns, adjectives, compound words, and articles in sentences (c/s).
- θ Begin to use personal pronouns correctly—*I/me, he/him, she/her, they/them, we/us* (p/s).
- θ Identify simple subjects and predicates in single-clause sentences (p/c).

4.5 Structure sentences and paragraphs correctly:

- θ Understand and use correct declarative, interrogative, imperative, and exclamatory sentences (p/c/s).
- θ Combine two sentences into one (s).
- θ Identify fragments, run-ons, and complete sentences (p/s).
- θ Identify irrelevant information in a paragraph (s).

**LISTENING/SPEAKING STANDARDS
LEVEL 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 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:

- θ Maintain eye contact (p).
- θ Wait to ask questions or make comments; base comments on the message (p).
- θ Retell, paraphrase, and explain what has been said by a speaker (c).
- θ Behave respectfully with appropriate responses (p).

1.2 Evaluate what is heard:

- θ Connect and relate prior experiences, insights, and ideas to those of a speaker (c).
- θ Respond to questions with appropriate elaboration (c).
- θ Distinguish between verifiable fact from the speaker’s opinions (p/c).
- θ Begin to use constructive criticism to improve own performance (p).
- θ Compare ideas and point of view in broadcast and print media (c).

1.3 Follow oral directions (p):

- θ Listen to all directions the first time they are given before starting the task.
- θ Ask clarifying questions.

1.4 Take notes (p):

- θ Record responses to oral information by drawing, writing, or making diagrams—Venn, clustering, listing etc.
- θ 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 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:

- θ Begins to organize a speech with an introduction, body, and conclusion (p/c).
- θ Organize ideas chronologically or around major points of information (c).
- θ Clarify and enhance presentation with appropriate props—objects, pictures, charts, etc. (p/c).
- θ Use appropriate volume, posture, eye contact, and tone (p/c).

2.2 Participate in discussions (p):

- θ Stay on topic.
- θ Listen to others and before commenting.
- θ 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 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: *

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

3.2 Deliver descriptive presentations: *

- θ Describe a person, place, thing, or experience (c).
- θ Use facts and concrete sensory details that develop a unified central idea about the topic (c).

3.3 Deliver informative presentations (p):

- θ Give information about a topic or individual, staying focused on the topic.
- θ Provide facts and details to support topic.

3.4 Deliver dramatic presentations and recitations:

- θ Plan and present dramatic interpretations of experiences, stories, poems, or plays (c). *
- θ Use clear diction, pitch, tempo, and tone (c).
- θ Read prose and poetry aloud with fluency, rhythm, and pace (c).
- θ Participate in plays, choral reading, readers' theatre, partner reading (p).
- θ Use appropriate intonation and vocal patterns to emphasize important passage of the selection being read (c).

* *Core oral presentation*