

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 4

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 Learn new words from reading
- 1.2 Use grade-level vocabulary in speaking and writing
- 1.3 Read fluently

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 and interpret poetry
- 4.2 Read and interpret narrative and dramatic literature
- 4.3 Analyze patterns in literature

WRITING STANDARDS LEVEL 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 (standards, outcomes, expectations)

- 1.1 Organize and focus writing
- 1.2 Create 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 (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 Use technology
- 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 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 (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 informative presentations
- 3.3 Deliver oral summaries of books and articles
- 3.4 Deliver demonstration speeches
- 3.5 Deliver creative presentations and recitations

**READING STANDARDS
LEVEL 4**

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 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 Learn new words from reading:

- θ Apply knowledge of word origins, derivations, synonyms, antonyms, idioms, and context clues to determine the meaning of words and phrases (p/c/s).
- θ Use Greek and Latin roots, prefixes, and suffixes to determine the meaning of unknown or complex words (e.g., *international*) (p/c/s).
- θ Identify and define figurative language in poetry and prose—*simile*, *metaphor*, *hyperbole*, and *personification* (c).

1.2 Use grade-level vocabulary in speaking and writing:

- θ Distinguish and interpret multiple meanings of words (c/s).
- θ Use a thesaurus to determine related words and concepts (c).

1.3 Read fluently:

- θ Read narrative and expository text aloud and silently with grade-appropriate fluency, accuracy, appropriate pacing, intonation, 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 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 for comprehending informational materials and grade-level text:

- θ Establish a purpose for reading (p/c)—to learn, to access information, for personal interest (p).
- θ Use appropriate strategies when reading for different purposes (e.g., full comprehension, locating information, and personal enjoyment) (p/c).
- θ Preview titles, headings, bold-face words, visuals, summaries, and questions (p).
- θ Use reciprocal strategies (predicting, clarifying, questioning, and summarizing) (p); use graphic organizers (p/s).
- θ Make and confirm predictions about text by using prior knowledge and ideas presented in text itself, including illustrations, titles, topic sentences, key words, and foreshadowing clues (c).
- θ Identify structural patterns—sequence and chronological order, comparison/contrast, cause/effect, hypothesis/evidence, problem/solution, proposition/support, analogies (p/c).

2.2 Read to analyze and evaluate information:

- θ Determine the main idea and find facts (p/c/s), summarize, and begin to paraphrase (p).
- θ Distinguish between cause and effect (c) and fact and opinion (p/c/s).
- θ Begin to form opinions supported by text, ask questions to further understanding, draw conclusions, and make judgments (p).
- θ Evaluate new information and hypotheses by testing them against known information and ideas (c).
- θ Compare and contrast information on the same topic after reading several passages or articles (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 Read text to answer questions and complete projects (p/c).
- θ Scan to locate information (p).
- θ Follow multiple-step instructions from a basic technical manual (e.g., how to use computer commands or video games) (p/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 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 (p/c/s):

- θ Read functional text (e.g., instructions, advertisements, 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 Meet the grade 4 goal of reading independently one-half million words annually (c), equivalent to approximately 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 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 and interpret poetry (p):

- θ Identify different forms of poetry—*haiku, limerick, narrative, and rhymed verse*.
- θ Use literary terms to analyze poetry—*alliteration, onomatopoeia, and simile*.

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

- θ Read novels, short stories, plays, essays/speeches, biographies, and historical journals (p).
- θ Identify literary elements and use terms in responses—*plot line, conflict (problem), climax (high point), setting, character traits, theme, point of view* (p/s).
- θ Identify the main events of the plot, their causes, and how each influences future actions (p/c).
- θ Use knowledge of a situation and setting and of a character's traits and motivations to determine causes for that character's actions (c/s).
- θ Extend inferences beyond text about characters and predictions of outcome (p/s).

4.3 Analyze patterns in literature (c):

- θ Describe the structural differences of various imaginative forms of literature—*fantasies, fables, myths, legends, and fairy tales*.
- θ 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 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 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, audience, length, and format requirements (c).
- θ Use prewriting strategies—brainstorming, clustering, listing, mapping, webbing, Venn diagrams, discussion, free writing, informal outlining, charting (p).
- θ Begin to organize notes into paragraphs and use chronological order, order of importance (p/c), cause/effect, and posing/answering a question as structures for conveying information (c).

1.2 Create multiple-paragraph compositions:

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

1.3 Revise and evaluate writing:

- θ Identify unrelated ideas (s).
- θ Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text (c).
- θ Use feedback from peers, teachers, and self-reflections to make revisions (p).

1.4 Write legibly:

- θ Use cursive (p/c) or joined italic (c), adhering to margins, correct spacing between letters and words, correct letter formation, and reasonable speed (p).
- θ Transcribe fluidly from manuscript into cursive and vice versa (c).

1.5 Write on demand (p):

- θ Submit assignments on time.
- θ 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 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 incidents that relate ideas, observations, events, experiences, and/or memories (c).*
- θ Begin to use narrative and descriptive strategies—engaging opening, sensory details, dialogue, setting, characters, plot, point of view (p).
- θ Provide a context to enable the reader to imagine the event or experience (c).
- θ Provide insight into why the incident is memorable (c).
- θ Add an original character, situation, or ending to a story (p).
- θ Rewrite a story from a different point of view (p).

**Core writing piece*

2.2 Write descriptive, expository, and persuasive text:Information reports: *

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

Responses to literature (c): *

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

Summaries: *

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

Persuasive writing (p):

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

Descriptive/poetic writing (p):

- θ Begin to write structured poems (acrostic, cinquain, haiku, couplets, diamante) about historical events, scientific topics, and/or literature.
- θ Write a paragraph based on first-hand observational notes.

2.3 Write technical/business text (p):

- θ Write friendly letters, notes, and invitations using an appropriate tone (polite, angry, sincere, whining etc.)
- θ Address envelopes.
- θ Write steps to complete a simple task in sequential order.
- θ Complete forms (e.g., school applications, activity registrations, tests, surveys).

2.4 Add power to writing:

- θ Use literary devices and figurative language (alliteration, onomatopoeia, personification, simile) (p).
- θ Vary sentence patterns and lengths (p).
- θ Vary word choice by using synonyms and descriptive words (p).
- θ Use a thesaurus to identify alternative word choices and meanings (p/c).

* 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 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 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 Locate information with a dictionary, glossary, index, table of contents, and thesaurus (p/c).
- θ Understand the structure, organization, and use of library and media sources—almanac, atlas, card catalog, Dewey Decimal System, encyclopedia, library software, magazines, newspapers (p/c/s).
- θ Interpret information in a dictionary—alphabetize to the 5th letter; use guide words; determine syllables, pronunciation, and meaning (p/s).
- θ Use various reference materials as an aid to writing—dictionary, thesaurus, encyclopedia, on-line information (c).
- θ Locate information in reference texts by using organizational features (e.g., preface, appendix) (c).

3.3 Gather, organize, and interpret information:

- θ Quote or paraphrase information sources, citing them appropriately (c).
- θ Begin to paraphrase in notes to organize information and ideas from multiple sources (p).
- θ Combine information from two sources in a research report (p).

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

At Level 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 in order to maintain mastery (p/c/s).
- θ Capitalize names of companies, commercial products, (p), magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations (c/s).

4.2 Punctuate correctly:

- θ Use a comma in direct quotations, with conjunctions, after the greeting and closing in a friendly letter, in a date, to separate city and state, and to separate the name in direct address (p/c/s).
- θ Use a colon after an independent clause to introduce a list (p).
- θ Use quotation marks around titles of poems, songs, short stories, and articles (p/c) and in dialogue (s).
- θ Underline or use italics to identify titles of books, movies, newspapers, magazines (p/c).
- θ Use apostrophes with contractions and singular and plural possessives (c/s).
- θ Use parentheses correctly (c).
- θ Use a period at the end of an abbreviation (s).

4.3 Spell correctly:

- θ Spell high-frequency words used in the PUSD spelling program (p).
- θ Spell roots, prefixes, suffixes, and syllable constructions (c/s).
- θ Spell and use plural nouns and irregular verbs correctly (p).

4.4 Write and speak with proper grammar and usage (p/c/s):

- θ Identify and use regular, irregular, and plural forms of verbs in sentences.
- θ Identify and use adjectives, adverbs, prepositions, and coordinating conjunctions in sentences.
- θ Use personal pronouns and possessive pronouns correctly.
- θ Identify simple subjects and predicates in sentences.

4.5 Structure sentences and paragraphs correctly:

- θ Use simple and compound sentences in writing and speaking (c).
- θ Combine short, related sentences with appositives, participle phrases, adjectives, adverbs, and prepositional phrases (c).
- θ Identify run-ons and incomplete sentences (s).
- θ Edit for complete sentences and correct paragraph form (p).

**LISTENING/SPEAKING STANDARDS
LEVEL 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 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 (p).
- θ Wait before asking thoughtful questions or making relevant responses to questions (p/c).
- θ Summarize major ideas and supporting evidence presented in spoken messages and formal presentations (c).
- θ Behave respectfully with appropriate responses (p).

1.2 Evaluate what is heard:

- θ Begin to identify the speaker’s intent and qualifications (p).
- θ Identify how language (e.g. sayings, expressions, usage) reflects regions and cultures (c).
- θ Distinguish fact from opinion (p).
- θ Begin to use constructive criticism to improve own performance (p).
- θ Evaluate the role of the media in focusing attention on events and in forming opinions on issues (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.
- θ Begin to record oral directions in writing.

1.4 Take notes (p):

- θ Identify and record main ideas or questions to be asked after a discussion of a presentation.
- θ Begin to take respond to oral information with graphic organizers—Venn diagram, web, cluster, listing etc.
- θ Record homework assignments.
- 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 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 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, posing/answering a question) (c).
- θ Explain and clarify information with details, examples, anecdotes, experiences, and visual aids (p/c).
- θ Emphasize points in ways that help listeners follow key ideas and concepts (c).
- θ Use volume, pitch, phrasing, pace, modulation, posture, and gestures to enhance meaning (p/c).
- θ Monitor verbal static (um, uh-huh) (p).
- θ Refer to note cards and make eye contact intermittently (p).

2.2 Participate in discussions (p):

- θ Stay on topic.
- θ Listen to others and wait to add comments; refrain from interrupting or dominating.
- θ State own point of view clearly.
- θ Ask clarifying questions.

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

At Level 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 (c): *

- θ Describe familiar experiences or incidents that relate ideas, observations, and/or memories.
- θ Provide context that enables the listener to imagine the circumstances in which the event or experience occurred.
- θ Provide insight into why the experience or incident is memorable.

3.2 Deliver informative presentations: *

- θ Describe a topic, interest, or individual (p).
- θ Frame a key question (c).
- θ Include an introduction, facts, and details that help listeners focus (p/c).
- θ Incorporate more than one source of information (e.g., speakers, books, newspapers, television, or radio reports) (c).
- θ Conclude with a summarizing statement (p).

3.3 Deliver oral summaries of books and articles (c): *

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

3.4 Deliver demonstration speeches (p):

- θ Explain a process with an effective introduction and clearly stated purpose.
- θ Explain and demonstrate the process in sequential order.
- θ Use visual aids.

3.5 Deliver creative presentations and recitations:

- θ Recite two- or three-stanza poems, brief soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing (c). *
- θ Create a product and “sell” it to the class (p).
- θ Participate in plays, choral reading, readers’ theatre, partner reading (p).

* *Core oral presentation*