

## 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 5

**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 and use 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 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 *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 5

**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 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 with proper grammar and usage
- 4.5 Structure sentences and paragraphs correctly

## LISTENING/SPEAKING STANDARDS LEVEL 5

**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 actively 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 responses to literature
- 3.4 Deliver persuasive presentations
- 3.5 Deliver informal presentations

**READING STANDARDS  
LEVEL 5**

**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 5, 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 and use new words from reading:**

- Use word origins (c) and context clues (p/c/s) to determine meaning of grade-level words.
- Use Greek and Latin (c) roots, prefixes, and suffixes to analyze the meaning of complex words (e.g. *controversial*) (p/c/s).
- Explain figurative and metaphorical use of words in context (c).

**1.2 Use grade-level vocabulary in speaking and writing:**

- Understand and explain frequently used synonyms, antonyms (p/c), homographs (c), and homonyms (p).

**1.3 Read fluently:**

- Read narrative and expository text aloud with 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 5, 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** (focus on informational materials (c)):

- Establish a purpose for reading (p/c)—to learn, to access information, for personal interest (p).
- Preview titles, headings, bold-face words, visuals, summaries, and questions (p).
- Use text features (format, graphics, sequence, diagrams, illustrations, charts, maps) to increase understanding (c).
- Use reciprocal strategies (predicting, clarifying, questioning, and summarizing) (p).
- Recognize logical relationships—sequence and chronological order (p/c), comparison/contrast, cause/effect, hypothesis/evidence, problem/solution, analogies (p).

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

- Determine the main idea and find facts (p/c/s), summarize, and begin to paraphrase (p).
- Determine the intended audience and the author's purpose (s).
- Distinguish among facts, supported inferences, and opinions (p/c/s).
- Analyze text that uses sequential or chronological order (c).
- Make inferences, conclusions, judgments, or generalizations about text and support them with textual evidence and prior knowledge (p/c/s).
- Construct charts, graphs, etc. to organize information (p/s).

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

- Read text to answer questions and complete projects (p/c).
- Scan to locate information (p).
- Follow multiple-step directions in proper sequence (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 5, 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):

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

**3.2 Read extensively:**

- Read and are read to daily (p).
- Choose to read independently beyond school requirements (c) for enjoyment, interest, and exploration (p).
- Make progress towards the grade 8 goal of reading independently one million words annually (c), about 20 grade-level books.
- 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 5, 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/c/s):

- Identify different forms of poetry—*haiku*, *limerick*, *narrative*, and *rhymed verse* (p).
- Use literary terms to analyze poetry—*alliteration*, *imagery*, *metaphor*, *onomatopoeia*, and *simile* (p/c).

**4.2 Read and interpret narrative and dramatic literature** (p/c/s):

- Read novels, short stories, plays, essays/speeches, biographies, autobiographies, and historical journals (p).
- Identify the main problem or conflict of the plot and how it is resolved (p/c).
- Contrast the actions, dialogue, motives, and appearances of characters and discuss the importance of the contrasts to the plot or theme (e.g., loyalty, selfishness, conscientiousness) (c/s).
- Understand that theme refers to a central idea or general statement about people or life (p) and recognize themes, whether implied or stated directly in sample works (c).
- Recognize and use stylistic elements in responses—*point of view (first- and third-person)*, *imagery*, *symbolism* (p/c).
- Extend inferences beyond text about characters and predictions of outcome (p/s).

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

- Identify and analyze the characteristics of poetry, drama, fiction, and non-fiction as literary forms chosen by an author for a specific purpose.
- Evaluate the meaning of archetypal patterns and symbols that are found in myth and oral tradition by using literature from different eras and cultures (e.g. water symbolizes cleansing and rebirth).
- Evaluate the author's use of various techniques to influence readers' perspectives (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language).

**WRITING STANDARDS  
LEVEL 5**

**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 5, 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:**

- Know the audience and purpose for writing (p/c/s) and use an appropriate point of view (first or third) and tone (p).
- Establish a topic with key ideas or events in sequential or chronological order (p/c) and order of importance (p).
- Use a variety of prewriting strategies (p).

**1.2 Create multiple-paragraph compositions:**

- Write 500-700 word compositions in various genres (c), using legible writing or word processing (p).
- Begin to include formal (c) and varied introductions (e.g., dialogue, action, description, fact, rhetorical question) (p).
- Provide details and transitional expressions that link paragraph to paragraph in a clear line of thought (c).
- Offer a concluding paragraph that summarizes the key ideas and details (c).

**1.3 Revise and evaluate writing:**

- Identify and edit for redundancies and unrelated ideas (s).
- Revise writing to improve meaning and focus by adding, deleting, consolidating, clarifying, and rearranging words and sentences (c).
- Edit for complete sentences, correct paragraph form, and correct spelling of high-frequency words (p).
- Use feedback from peers, teachers, and self-editing to make revisions (p).

**1.4 Write on demand (p):**

- Submit assignments on time.
- Complete incremental steps in long-term projects by deadlines.
- Write daily in a variety of logs and journals to ask questions and make observations.
- 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 5, 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:**

- Develop a plot or situation with a clear beginning, middle, and end (p/c).\*
- Establish a plot, setting, point of view, conflict, and conclusion (p/c).
- Use narrative and descriptive strategies—engaging opening, sensory details, “showing” language, dialogue, a logical sequence of events (p/c).
- Show rather than tell the events of the story (c).
- Rewrite a story from a different point of view (p).
- Write an original fable and legend (p).

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

*Persuasive letters or compositions:* \*

- State a clear position in support of a proposal (c) or about an issue (p).
- Support and defend the position with relevant evidence based on facts read, viewed, or discussed (p/c).
- Address reader concerns (c).

\* Core writing piece

Responses to literature (c): \*

- Demonstrate an understanding of a literary work.
- Support judgments through references to the text and to prior knowledge
- Develop interpretations that reflect careful reading and understanding.

Research reports: \*

- Frame questions that direct the investigation (c).
- Stay focused on the topic and write about key ideas, issues, or events to inform readers (p/c).
- Develop the topic with simple facts, details, examples, and explanations based on research, interviews, or observations (p/c).
- Include a bibliography (p).

Descriptive/poetic writing (p):

- Write structured poems (acrostic, cinquain, haiku, couplets, haiku) across disciplines.
- Begin to write free verse.
- Write a first-hand observation from detailed notes taken at an event, experiment, or demonstration.

**2.3 Write technical/business text (p):**

- Write business letters, ordering the return address, inside address, salutation, body, and closing.
- Address envelopes.
- Write steps to complete a task in sequential order.
- Complete forms (e.g., school applications, activity registrations, tests, surveys).

**2.4 Add power to writing:**

- Use literary devices and figurative language (alliteration, onomatopoeia, personification, simile) (p).
- Vary sentence patterns and lengths (p).
- Vary word choice by using synonyms and descriptive words (p).
- 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 5, 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):**

- Create simple documents using electronic media, employing organizational features (e.g., passwords, entry and pull-down menus, word searches, thesaurus, and spell checks).

**3.2 Use reference sources:**

- Locate information with a dictionary, glossary, index, table of contents, and thesaurus (p/s).
- Use library and media sources—almanac, atlas, card catalog, CD-ROM, Dewey Decimal System, encyclopedia, library software, and periodicals (p/c/s).
- Interpret information in a dictionary—alphabetize to the 5<sup>th</sup> letter; use guide words; determine syllables, pronunciation, and meaning (p/s).
- Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information (c).

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

- Interpret parts of a book—author, topic, title, total pages, publisher, location of publisher, copyright date (s).
- Paraphrase in notes to organize information and ideas from multiple sources (p).
- Combine information from two sources in a research report (p).

<b>4.0 Language Expressions</b> – Students write with a command of standard English conventions: capitalization, punctuation, spelling, usage, and grammar.
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At Level 5, 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:**

- Practice and apply all skills learned in levels 1-4 in order to maintain mastery (p/c/s).

**4.2 Punctuate correctly:**

- Use a comma after the greeting and closing in a friendly letter (p/s), in a series (p/s), to separate phrases (s), with mild interjections (s), to set off an introductory element (s), with an appositive (s), in a date, to separate city and state, in direct address, and to set off a speaker tag (e.g., *John said*) (p).
- Use a colon to separate hours and minutes (c), to introduce a list (p/c/s), and after the salutation in a business letter (p).
- Use quotation marks with direct quotations and dialogue, and around titles of poems, songs, short stories, and articles (p/c/s).
- Use apostrophes with contractions and singular and plural possessives (p/s).

**4.3 Spell correctly:**

- Spell high-frequency words used in the PUSD spelling program (p).
- Spell roots, prefixes, suffixes, contractions, syllable constructions, and homophones correctly (c/s).
- Distinguish words with multiple phonetic representations (e.g., *account/acount, college/colege, chef/shef, decreased/decreesed*) (s).

**4.4 Write with proper grammar and usage:**

- Use singular and plural verbs in present, present progressive, past progressive, future tenses (c/s).
- Identify and correctly use verbs that are often misused (*lie/lay, sit/set, rise/raise*), modifiers and pronouns (c).
- Identify and correctly use nominative, objective, possessive, (p/c/s) and reflexive personal pronouns (s).
- Identify simple subjects and predicates in sentences (p).
- Recognize and use nouns, verbs, pronouns, adjectives, adverbs, conjunctions, prepositions (p).

**4.5 Structure sentences and paragraphs correctly:**

- Identify and use prepositional phrases, appositives, and independent and dependent clauses (c).
- Use transitions and conjunctions to elaborate ideas (c).
- Edit for complete sentences and correct paragraph form (p).

**LISTENING/SPEAKING STANDARDS  
LEVEL 5**

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

At Level 5, 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:**

- Maintain eye contact (p).
- Wait before asking questions or making comments (p).
- Ask relevant questions that seek information not already discussed (c).
- Interpret verbal and non-verbal messages, purposes, and perspectives of the speaker (c).
- Behave respectfully with appropriate responses (p).

**1.2 Evaluate what is heard:**

- Identify the speaker’s intent and qualifications (p).
- Identify, analyze, and critique persuasive techniques (e.g., promises, dares and flattery, glittering generalizations) (c).
- Identify any logical fallacies used in oral presentation and media messages (c).
- Distinguish fact from opinion (p).
- Make inferences or draw conclusions based on an oral report (c).
- Begin to use constructive criticism to improve own performance (p).
- Analyze media as sources for information, entertainment, persuasion, interpretation of events, and as a vehicles for learning about cultures (c).

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

- Listen to all directions before starting the task.
- Ask clarifying questions.
- Record oral directions in writing.

**1.4 Take notes (p):**

- Record questions to be asked after a presentation.
- Record homework assignments.
- Take notes with graphic organizers—Venn diagram, web, cluster, listing etc.
- Begin to list main ideas for a speech on note cards rather than complete text.

**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 5, 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:**

- Select a focus, organizational structure, and point of view for oral presentations (c).
- Stay focused on the topic (p).
- Use an introduction, body, and conclusion (p).
- Clarify and support ideas with evidence, examples, and visual or media displays (p/c).
- Engage audience with appropriate verbal cues, facial expressions, and gestures (c).
- Use appropriate volume, posture, and pace (p).
- Identify verbal static (*um, uh-huh*) (p).
- Refer to note cards and make eye contact intermittently (p).

**2.2 Participate actively in discussions (p):**

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

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

At Level 5, 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): \***

- Establish a situation, plot, point of view, and setting with descriptive words and phrases.
- Show rather than tell what happens.

**3.2 Deliver informative presentations: \***

- Describe a key idea, issue, event (c), process, or individual (p).
- Frame questions to direct the investigation (c).
- Use an attention-getting introduction (p).
- State and stay focused on the topic or controlling idea (p/c).
- Develop the idea with simple facts, details, examples, and explanations (p/c).
- Conclude with a summarizing statement (p).

**3.3 Deliver oral responses to literature (c): \***

- Summarize significant events and details.
- Provide several clear ideas or images.
- Use examples or evidence from the text.

**3.4 Deliver persuasive presentations (p):**

- Use an attention-getting introduction (e.g., commercial).
- Explain the need for a product or service, how it works, and how to get it.
- Leave a lasting impression on the audience.

**3.5 Deliver informal presentations (p):**

- Perform in role-playing skits.
- Participate in plays, choral reading, readers' theatre, partner reading, poetry etc.
- Debate by identifying and stating opposing points of view.

\* *Core oral presentation*