

## 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 K – 1**

**1.0 Word Analysis, Vocabulary, and Fluency** – Students possess sufficient vocabulary, word attack strategies, and knowledge of word origins and word relationships to read fluently and understand what they read, hear, and view.

Focus Goals

- 1.1 Understand and apply concepts about print.
- 1.2 Develop phonemic awareness and apply knowledge of phonics.
- 1.3 Decode and recognize words.
- 1.4 Learn and use new words and use new words from reading.
- 1.5 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

- 2.1 Use strategies to comprehend 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

- 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

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

**READING STANDARDS  
LEVEL K – 1**

**1.0 Word Analysis, Vocabulary, and Fluency** – Students possess sufficient vocabulary, word analysis strategies, and knowledge of word origins and word relationships to read fluently and understand what they read, hear, and view.

In Level K – 1, 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 Understand and apply concepts about print.**

- θ Identify the front cover, back cover, and title page of a book (how print works). (p/c)
- θ Follow words from left to right and top to bottom on the printed page (book orientation). (p/c)
- θ Distinguish between letter, words, and sentences. (c)
- θ Identify, recognize, and name all upper- and lower-case letters. (c)
- θ Explain that printed material provides information. (c)
- θ Match oral to written words.
- θ Identify the title and author of a reading selection.

**1.2 Develop phonemic awareness and apply knowledge of phonics.**

- θ Track (move sequentially from sound to sound) sounds in isolation, determine the number of sounds heard, and recognize when they are the same or different.
- θ Manipulate sounds in words as one is added, substituted, deleted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).
- θ Blend vowel-consonant sounds orally to make words or syllables.
- θ Identify and produce rhyming words in response to an oral prompt.
- θ Identify the beginning and ending sound of orally stated one-syllable words.
- θ Track each word in a sentence and each syllable in a word.
- θ Count the number of sounds in syllables and syllables in words.
- θ Distinguish and use the sounds of all letters, blends, and phonograms (c) to match one-syllable words with the same initial, medial, and final sounds.
- θ Identify and distinguish between long- and short-vowel sounds in orally stated single-syllable words. (*bit/bite*). (c/s)
- θ Use consonant blends to create and state a series of rhyming words. (c)
- θ Add, delete, or change target sounds in order to make new words (e.g., *cow to how, pan to an*). (c)
- θ Blend two to four phonemes into a recognizable words (e.g., /c/a/t/ = cat, /f/l/a/t/ = flat). (c)
- θ Segment single-syllable words into their components (e.g., *rich = /r/i/c/h/*). (c/s)

**1.3 Decode and recognize words.**

- θ Match all consonant and short-vowel sounds to appropriate letters. (c)
- θ Understand that words are made up of sounds (i.e., the alphabetic principle). (p/c)
- θ Use sound/symbol relationships (phonics) to decode new words – beginning, middle, and ending “chunks”. (p)
- θ Recognize small words within larger words. (p)
- θ Generate the sounds from all letters, consonant blends, and long- and short-vowel patterns (phonograms) to combine those sounds into recognizable words. (p/c/s)
- θ Read common, irregular sight words (e.g., *the, have, said, come, give, of*), contractions, and compound words. (c)
- θ Use knowledge of vowel digraphs, r-controlled letter sounds, and endings (*-s, -ed, -ing*) to read words. (p/c)
- θ Read common word families (e.g., *-ite, -ill, -ate*). (c)

**1.4 Learn and use new words from reading.**

- θ Identify and sort common words from within basic categories (e.g., colors, shapes, foods). (c)
- θ Describe common objects and events in both general and specific language. (c)
- θ Use picture and context clues. (p)
- θ Use cross-check cueing systems to determine if an attempt looks right, sounds right, and makes sense. (p)
- θ Classify grade-appropriate categories of words (e.g., concrete collections like animals and foods).

**1.5 Develop fluency.**

- θ Participate in shared reading. (p)
- θ Read simple one-syllable and high-frequency sight words. (c)
- θ Read silently and aloud in a manner that sounds natural, with some phrasing and expression.

**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 grade-level text.**

- θ Use picture clues and other visuals to make predictions and comprehend text.
- θ Begins to understand and establish a purpose for reading.
- θ Uses prior knowledge to construct meaning.
- θ Begin to use; *know, want, learn* (KWL) model.
- θ Begin to integrate meaning with structural and visual cross-check cueing system (i.e., picture cues looking at first letter, and beginning to self-correct)
- θ Recognize sequence.
- θ Make and confirm predictions about what will happen next by identifying key words (i.e., signpost words).

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

- θ Ask and respond to questions about essential elements of the text such as who, what, where, when, how.
- θ Begin to find, determine and retell the main ideas of simple stories or passages and recall details
- θ Make connections between prior knowledge and/or life experiences to events and information in the text.
- θ Distinguish between real and make believe, same and different.
- θ Read to classify and categorize information.
- θ Identify text that uses sequence and/or logical order.
- θ Begin to find answers to given questions in text.

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

- θ Begin to read text needed in daily life (e.g., signs, cereal boxes, labels, newspapers, advertisements, calendars). (p)
- θ Begin to read and interpret simple graphs, charts, diagrams and maps. (p/c)
- θ Follow one-step written instructions. (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.

In Level K – 1, 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:

**3.1 Read a wide variety of genres.** (p/c/s)

- θ Read functional text (e.g., signs, cereal boxes, calendars, advertisements, maps, simple graphs, and charts).
- 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)
- θ Read his/her own writing.

**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.** (p)

- θ Read rhymed verse and repetitive poetry.
- θ Begin to distinguish poetry from stories.

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

- θ Read emergent readers, pattern books, big books, picture books, plays and stories.
- θ Identify, describe, and answer questions about the elements of a story such as plot, setting, characters and who tells the story.
- θ Describe a story's beginning, middle and ending.
- θ Make predictions of outcome.
- θ Act out stories, read aloud.

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

- θ Retell and compare familiar stories with well-known characters, themes, plots, and settings.
- θ Identify different text genres, including everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).
- θ Describe the role and contribution of authors and illustrators to print materials.
- θ Reflect, talk and write about books read during the school year.

**WRITING STANDARDS  
LEVEL K – 1**

**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 Write brief sentences.
- 1.3 Group related ideas.
- 1.4 Revise and evaluate writing.
- 1.5 Write legibly.
- 1.6 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.

**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 source

Focus Goals

- 3.1 Use reference sources.
- 3.2 Alphabetize correctly.
- 3.3 Gather 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 Spell independently.
- 4.2 Capitalize correctly.
- 4.3 Punctuate correctly.
- 4.4 Spell correctly.
- 4.5 Write and speak with proper grammar and usage.
- 4.6 Structure sentences and paragraphs correctly.

**WRITING STANDARDS  
LEVEL K – 1**

**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.

In Level K – 1, 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 Write name on paper.
- θ Follow directions for organizing paper – drawing, printing, pasting, etc.
- θ Participate in pre-writing activities as a group and use pre-writing activities; brain storming, clustering, discussion, listing, word walls.
- θ Select a focus when writing.
- θ Consider audience and purpose.

**1.2 Write brief sentences.**

- θ Use letters and phonetically-spelled words to write about experiences, stories, people, objects, or events.\* (c)

**1.3 Group related ideas.**

- θ Group two to three sentences on one topic into paragraph form.
- θ Use descriptive words. (p/c)

**1.4 Revise and evaluate writing.**

- θ Identify unrelated ideas. (s)
- θ Revise after reading papers aloud to peers and/or adults

**1.5 Write legibly.**

- θ Print upper- and lower-case letter independently, paying attention to form and spacing.
- θ Print neatly and with reasonable speed using correct letter formation and spacing between words and sentences. (p/c)

**1.6 Write on demand.**

- θ Submit assignments on time.
- θ Record in a journal and write at least twice a week.
- θ Dictate, draw, scribble, and write with phonetic spelling to develop fluency and confidence.
- 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.

In Level K – 1, 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 Dictate and begin to write simple stories, real or imaginary. (p/c) \*
- θ Describe fictional or autobiographical experiences or events. (p/c) \*
- θ Begin to create a recognizable beginning, middle, and end. (p)
- θ Begin to create real or imaginary characters, setting, and dialogue. (p)

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

Descriptive/poetic writing (p)

- θ Verbalize and begin to write descriptive words to label drawings.
- θ Participate in shared writing.
- θ Participate in saying, chants, rhymes, songs, and jingles.

Descriptive writing

- θ Describe real objects, persons, places, or events using sensory details.\* (c)
- θ Identify and create patterns of simple rhymes, chants, songs, and jingles. (p)
- θ Begin to write notes with pictures or words to record an observation. (p)

Informative writing (p)

- θ Begin to write facts about an event or special interest.

Persuasive writing (p)

- θ Graph opinions on a topic.
- θ Begin to express opinions in writing.
- θ Begin to chart facts and opinions from a list or story.

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

- θ Dictate and/or write notes, cards, letters.
- θ Place pictures in sequential order.
- θ Use a frame to write a friendly letter with return address, greeting, body, closing, and signature.
- θ Begin to write directions in two to three steps.

**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 source

In Level K – 1, 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 reference sources.**

- θ Locate the title, table of contents, author, and illustrator of a book. (c)
- θ Identify the author, title and illustrator of a book. (c)
- θ Use a table of contents. (p/s)

**3.2 Alphabetize correctly.**

- θ Alphabetize words to the first and second letter.

**3.3 Gather and interpret information. (p)**

- θ Go to the library to check out books.
- θ Share a favorite book.
- θ Use environmental print (e.g., classroom labels, signs, word walls, charts).
- θ Share researched information on a topic using pictures.
- θ Begin to complete sentences frames with information from one source.

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

In Level K - 1, 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 Spell independently.**

- θ Apply letter/sound knowledge to spelling consonant-vowel-consonant words (c)

**4.2 Capitalize correctly.**

- θ Capitalize the first word of a sentence, names of people, and the pronoun “I”. (p/c/s)
- θ Capitalize days of the week, months, holidays (p), cities, and countries (s).

**4.3 Punctuate correctly.**

- θ Use periods, exclamation points, and question marks. (p/c/s)
- θ Use apostrophes with simple contractions (p/c/s) and before “s” in singular possessives. (p)

**4.4 Spell correctly.**

- θ Spell words used in the PUSD spelling program. (p)
- θ Spell three- and four-letter short-vowel words (c) and long-vowel words. (s)
- θ Spell high-frequency sight words (p/c) and words that contain a phonemic segment with multiple representations. (s)
- θ Identify words spelled incorrectly. (s)

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

- θ Identify and correctly use singular and plural nouns. (c)
- θ Identify and correctly use contractions (e.g., isn’t, aren’t, can’t, won’t). (p/c)
- θ Identify and correctly use singular possessive pronouns (e.g., my/mine, his/her, hers, your/s). (c)
- θ Begin to edit for natural-sounding subject-verb agreement (without using terminology). (p/s)
- θ Begin to recognize nouns and action verbs. (p)

**4.6 Structure sentences and paragraphs correctly.**

- θ Distinguish between declarative, interrogative, imperative, and exclamatory sentences. (p/c)
- θ Use complete, coherent sentences. (p/c)
- θ Identify incomplete, fragmented sentences. (s)
- θ Identify and edit for correct sentence sequence. (s)
- θ Structure sentences completely and coherently when speaking.

**LISTENING/SPEAKING STANDARDS**

**LEVEL K - 1**

**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.

**2.0 Speaking Strategies** – Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They speak with a command of standard English and use presentation techniques that guide listeners' understanding of key ideas. In discussions, students engage critically and constructively in the exchange of ideas.

Focus Goals

- 2.1 Use organization and delivery techniques.
- 2.2 Participate in discussions.

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

Focus Goals

- 3.1 Deliver narrative presentations.
- 3.2 Participate in brief recitations and impromptu presentations.

## LISTENING/SPEAKING STANDARDS

## LEVEL K - 1

**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 K – 1, 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 Listen attentively (c) and begin to make eye contact. (p)
- θ Wait to ask questions or make comments; base comments on the topic. (p)
- θ Return attention to speaker after an interruption or distraction. (p)
- θ Behave respectfully with appropriate responses. (p)
- θ Wait to verbalize ideas, with teacher reminders.
- θ Distinguish between questions and comments.

**1.2 Evaluate what is heard.**

- θ Identify relevant information from a story, lesson, video, etc.
- θ Distinguish between fact and fiction. (p)
- θ Listen, make a choice, and give an opinion. (p)
- θ Give physical response to indicate understanding (e.g., thumbs up).
- θ Ask questions for clarification and understanding.

**1.3 Follow oral directions.**

- θ Listen, give, restate, and follow simple two-step directions. (p/c)

**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 K - 1, 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 Speak to the class rather than the teacher.
- θ Use visual aids when sharing.
- θ Share information and ideas, speaking audibly in coherent, complete sentences.
- θ Stay on topic. (p/c)
- θ Use descriptive words, sensory details (c), and visual aids when sharing. (p)
- θ Begin to use appropriate volume and pacing. (p/c)

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

- θ Begin to stay on topic and 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 K - 1, 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 Present information about self and family.
- θ Tell an original story about a picture.
- θ Retell stories, sequencing story events by answering who, what, when, where, why, and how questions. (c)
- θ Recount important events or personal experiences using simple sequencing. (p/c)
- θ Provide descriptions with careful attention to sensory detail. (c)

**3.2 Participate in brief recitations and impromptu presentations.**

- θ Recite poems, rhymes, songs, stories, chants, choral readings, finger plays, shared reading and drama. (p/c)
- θ Create pictures and tell original stories about the pictures. (p)