

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 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 (standards, outcomes, expectations)

- 1.1 Apply concepts about print
- 1.2 Apply knowledge of phonics
- 1.3 Decode and recognize words
- 1.4 Learn 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 (standards, outcomes, expectations)

- 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 (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 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 (standards, outcomes, expectations)

- 1.1 Organize and focus writing
- 1.2 Group related ideas
- 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

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 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 (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 recitations and impromptu presentations

**READING STANDARDS
LEVEL 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.

At Level 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 Apply concepts about print (c):

- Match oral to written words.
- Distinguish between letters, words, and sentences.
- Identify the title and author of a reading selection.

1.2 Apply knowledge of phonics:

- 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 (p/c/s).
- Identify and distinguish between long- and short-vowel sounds in orally stated single-syllable words (*bit/bite*) (c/s).
- Use consonant blends to create and state a series of rhyming words (c).
- Add, delete, or change target sounds in order to make new words (e.g., *cow* to *how*, *pan* to *an*) (c).
- Blend two to four phonemes into a recognizable word (e.g., /c/a/t/ = cat, /f/l/a/t/ = flat) (c).
- Segment single-syllable words into their components (e.g., rich = /r/i/ch/) (c/s).

1.3 Decode and recognize words:

- 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).
- Read common, irregular sight words (e.g., *the, have, said, come, give, of*), contractions, and compound words (c).
- Use knowledge of vowel digraphs, r-controlled letter sounds, and endings (*-s, -ed, -ing*) to read words (p/c).
- Read common word families (e.g., *-ite, -ill, -ate*) (c).

1.4 Learn and use new words from reading:

- Begin to use picture and context clues (p).
- Begin to use cross-check cueing systems to determine if an attempt looks right, sounds right, and makes sense (p).
- Classify grade-appropriate categories of words (e.g., concrete collections like animals and foods) (c).

1.5 Develop fluency:

- Read silently and aloud in a manner that sounds natural, with some phrasing and expression (p/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 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 strategies to comprehend grade-level text:

- Use picture clues and other visuals (p).
- Begin to establish a purpose for reading (p).
- Begin to use Know/Want/Learn (KWL) model (p).
- Use prior knowledge (p).
- Begin to integrate meaning with structural and visual cross-check cueing systems (p).
- Use context to resolve uncertainties about word and sentence meaning (c).
- Make and confirm predictions about what will happen next by identifying key words (i.e., signpost words) (c).

2.2 Read to analyze and evaluate information:

- Respond to who, what, when, where, and how questions (c).
- Determine (p/s) and retell the main ideas of simple stories or passages (c).
- Identify text that uses sequence and/or logical order (p/c).
- Begin to find answers to given questions in text (p).
- Make connections between text and prior knowledge (p/c).
- Distinguish between real and make believe, same and different (p).

2.3 Read informational material for practical application:

- Interpret information from simple graphs, charts, diagrams, and maps (p).
- 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 at 1 genres for different purposes: to learn, to access information, for personal interest, for exploration, and for enjoyment.

At Level 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 Read a wide variety of genres (p/c/s):

- Read functional text (e.g., signs, cereal boxes, calendars, instructions, maps, instructions, street names, simple graphs and charts).
- 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 frequently:

- 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 4 goal of reading independently one-half 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 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 Read poetry (p):

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

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

- Read emergent readers, pattern books, big books, picture books, plays, and stories (p).
- Identify and describe the story elements of plot, setting, characters, and who tells the story (p/c).
- Describe the story's beginning, middle, and ending (c).
- Make predictions of outcome (p/s).

4.3 Analyze patterns in literature (c):

- Describe the role and contribution of authors and illustrators to print materials.
- Reflect, talk, and write about books read during the school year.

**WRITING STANDARDS
LEVEL 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.

At Level 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:

- Select a focus when writing (c).
- Use prewriting activities—brainstorming, clustering, discussions, listing, word walls (p).
- Consider audience and purpose (c/s)

1.2 Group related ideas:

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

1.3 Revise and evaluate writing:

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

1.4 Write legibly:

- Print neatly and with reasonable speed using correct letter formation and spacing between words and sentences (p/c).

1.5 Write on demand (p):

- Submit assignments on time.
- Write at least twice a week in a personal journal.
- 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 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:

- Describe fictional or autobiographical experiences or events (p/c).*
- Begin to create a recognizable beginning, middle, and end (p).
- Begin to create real or imaginary characters, setting, and dialogue (p).

2.2 Write descriptive, expository, and persuasive text:

Descriptive writing:

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

Informative writing (p):

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

Persuasive writing (p):

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

* Core writing piece

2.3 Write technical/business text (p):

- Use a frame to write a friendly letters with return address, greeting, body, closing, and signature.
- 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 sources.

At Level 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 Alphabetize correctly:

- Alphabetize words to the first (p) and second letter (s).

3.2 Use reference sources:

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

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

- Begin to complete sentence frames with information from one source.
- Use library to check out books.

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

At Level 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 Capitalize correctly:

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

4.2 Punctuate correctly:

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

4.3 Spell correctly:

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

4.4 Write and speak with proper grammar and usage:

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

4.5 Structure sentences and paragraphs correctly:

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

**LISTENING/SPEAKING STANDARDS
LEVEL 1**

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

At Level 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:

- Listen attentively (c) and begin to make eye contact (p).
- Wait to ask questions or make comments; base comments on the topic (p).
- Return attention to speaker after an interruption or distraction (p).
- Behave respectfully with appropriate responses (p).

1.2 Evaluate what is heard:

- Ask questions for clarification and understanding (c).
- Begin to distinguish between fact and fiction (p).
- Listen, make a choice, and give an opinion (p).

1.3 Follow oral directions:

- Give, restate, and follow simple two-step directions (p/c).

1.4 Take notes (p):

- Begin to record responses to oral information by drawing, writing, or making diagrams—Venn, clustering etc.
- Identify information for the teacher to record.

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 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:

- Stay on topic (p/c).
- Use descriptive words, sensory details (c), and visual aids when sharing (p).
- Begin to use appropriate volume and pacing (p/c).

2.2 Participate in discussions (p):

- 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 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:

- Retell stories and sequence story events by answering who, what, when, where, why, and how questions (c).
- Recount important events or personal experiences using simple sequencing (p/c).
- Provide descriptions with careful attention to sensory detail (c).

3.2 Deliver brief recitations and impromptu presentations:

- Recite poems, rhymes, songs, stories, chants, choral readings (p/c).
- Create pictures and tell original stories about the pictures (p).