

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 2

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

Focus Goals (standards, outcomes, expectations)

- 1.1 Decode and recognize words
- 1.2 Learn and use new words from reading
- 1.3 Develop fluency

2.0 Comprehension – Students understand, analyze, evaluate, and apply what they read, hear, and view, using appropriate grade-level materials. They know a variety of strategies and use them as needed. The quality and complexity of the material they read are illustrated in the California *Recommended Readings in Literature List*.

Focus Goals (standards, outcomes, expectations)

- 2.1 Use strategies to comprehend informational materials and grade-level text
- 2.2 Read to analyze and evaluate information
- 2.3 Read informational material for practical application

3.0 Lifelong Reading Habits – Both inside and outside of the classroom, students read a variety of materials and genres for different purposes: to learn, to access information, for personal interest, for exploration, and for enjoyment.

Focus Goals (standards, outcomes, expectations)

- 3.1 Read a wide variety of genres
- 3.2 Read frequently

4.0 Literary Response and Analysis – Students read, interpret, and respond to a variety of historically or culturally significant works of literature. They analyze recurrent patterns and themes in-depth. The quality and complexity of materials they read are illustrated in the California *Recommended Readings in Literature List*.

Focus Goals (standards, outcomes, expectations)

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

WRITING STANDARDS LEVEL 2

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
- 2.4 Add power to writing

3.0 Study and Research Skills – Students access, locate, analyze, synthesize, and evaluate information. When needed, they incorporate it into a piece of writing, correctly crediting sources.

Focus Goals (standards, outcomes, expectations)

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

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

Focus Goals (standards, outcomes, expectations)

- 4.1 Capitalize correctly
- 4.2 Punctuate correctly
- 4.3 Spell correctly
- 4.4 Write and speak with proper grammar and usage
- 4.5 Structure sentences and paragraphs correctly

LISTENING/SPEAKING STANDARDS LEVEL 2

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 recitations and impromptu presentations

**READING STANDARDS
LEVEL 2**

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 2, students are expected to meet the following learning objectives in order to make progress toward achieving Unifying Standard 1.0 by the end of grade twelve:

1.1 Decode and recognize words:

- θ Recognize and use blends, diphthongs, r-controlled vowel sounds (p/c), and digraphs (p).
- θ Apply basic syllabication rules to two-syllable nonsense and regular multi-syllable words (c).
- θ Read beginning, middle, and ending “chunks” (word segments) (p).
- θ Identify and match words with the same initial and final sounds and with the same interior long- and short-vowel sound (s).
- θ Identify and correctly use regular plurals (-s, -es, ies) and irregular plurals (e.g., *fly/flies, wife/wives*) (p/c).
- θ Read common abbreviations (e.g., *Feb., Sun., Rt., St.*) (c).

1.2 Learn and use new words from reading:

- θ Use picture and word context clues (p/s).
- θ Understand and explain common antonyms, synonyms, homonyms (p/c) and homophones (c/s).
- θ Read words within unknown compound words to determine meaning of new words (c/s).
- θ Know the meaning of simple prefixes and suffixes (*over-, un-, -ing, -ly*) (c).
- θ Identify simple multiple-meaning words (c).

1.3 Develop fluency:

- θ Read a large bank of sight words (p).
- θ Read silently and aloud to improve fluency, accuracy, 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 2, students are expected to meet the following learning objectives in order to make progress toward achieving Unifying Standard 2.0 by the end of grade twelve:

2.1 Use strategies to comprehend informational materials and grade-level text:

- θ Establish a purpose for reading (i.e., tell what information the student is seeking) (p/c).
- θ Use Know/Want/Learn (KWL) model (p).
- θ Use knowledge of author’s purposes (s) to comprehend informational text (c).
- θ Integrate meaning with structural and visual cross-check cueing systems (p).
- θ Use picture clues and begin to preview titles, headings, bold-face words, and visuals (p).
- θ Begin to understand logical relationships—comparison/contrast, cause/effect, problem/solution (p/c).

2.2 Read to analyze and evaluate information:

- θ Ask clarifying questions (e.g., why? what if? how?) (c).
- θ Determine the main idea (p).
- θ Restate facts and details in text to clarify, cluster, and classify ideas and information (p/c/s).
- θ Begin to find answers to given questions in text (p).
- θ Make connections between text, own ideas, experiences, and prior knowledge (p).

2.3 Read informational material for practical application:

- θ Interpret information from diagrams, charts, maps, graphic organizers, and graphs (p/c/s).
- θ Use titles, table of contents, and chapter headings to locate information (c).
- θ Begin to locate a specific sentence or paragraph (p).
- θ Follow two-step written instructions (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 2, 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, ads, directions, game rules, maps, labels, forms, charts, schedules, recipes).
- θ Read narrative text (i.e., classic and contemporary fiction and nonfiction).
- θ Read expository text (e.g., magazines, newspapers, textbooks, on-line information).

3.2 Read frequently:

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

4.0 Literary Response and Analysis – Students read, interpret, and respond to a variety of historically or culturally significant works of literature. They analyze recurrent patterns and themes in-depth. The quality and complexity of materials they read are illustrated in the *California Recommended Readings in Literature List*.

At Level 2, students are expected to meet the following learning objectives in order to make progress toward achieving Unifying Standard 4.0 by the end of grade twelve:

4.1 Read poetry:

- θ Begin to identify *rhymed verse* (p).
- θ Identify *rhythm, rhyme, and alliteration* in poetry (c).

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

- θ Read pattern books, big books, picture books, chapter books, biographies, plays, and stories (p).
- θ Identify literary elements and begin to use terms in responses—*story line, setting, character traits, who tells the story* (p).
- θ Make predictions of outcome (p/s).
- θ Generate alternative endings to plots and identify reasons for, and impact of the alternatives (c).
- θ Infer and extend meaning beyond a passage (s).

4.3 Analyze patterns in literature (c):

- θ Compare and contrast plots, settings, and characters presented by different authors.
- θ Compare and contrast different versions of the same stories that reflect different cultures.

**WRITING STANDARDS
LEVEL 2**

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 2, students are expected to meet the following learning objectives in order to make progress toward achieving Unifying Standard 1.0 by the end of grade twelve:

1.1 Organize and focus writing:

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

1.2 Group related ideas:

- θ Group two to four sentences on one topic into paragraph form (p/c).
- θ Maintain a consistent focus (c).

1.3 Revise and evaluate writing:

- θ Identify unrelated ideas (s).
- θ Revise original drafts to improve sequence and provide more descriptive detail (c).
- θ Write a final draft after revising/editing based on teacher and peer response (p).

1.4 Write legibly:

- θ Create readable documents with legible handwriting (c).
- θ Print neatly, with reasonable speed, correct letter formation, and spacing (p).

1.5 Write on demand (p):

- θ Submit assignments on time.
- θ Write at least twice a week in a personal journal.
- θ Practice brief timed-writings.

2.0 Writing Applications and Genres – Students write for a variety of purposes and audiences combining strategies of narration, exposition, persuasion, and description. They use techniques that give their writing power and impact.

At Level 2, 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 and explain fictional or autobiographical experiences or events (p/c).
- θ Begin using a recognizable beginning, middle, and end (p) and move through a logical sequence of events (c).
- θ Describe the setting, characters, objects, and events in detail (c).

2.2 Write descriptive, expository, and persuasive text (p):

Descriptive/poetic writing:

- θ Write notes with pictures and words to describe an object or observation.
- θ Begin to write sentences using notes of observation.
- θ Begin to write structured poetry (e.g., acrostic, cinquain, haiku, couplets, diamante).

Informative writing:

- θ Incorporate facts into sentences.

Persuasive writing:

- θ Express opinions in writing.

**Core writing piece*

2.3 Write technical/business text:

- θ Write friendly letters, notes, and invitations (p/c).*
- θ Include the date, salutation, body, closing, and signature (c/s).
- θ Begin to address envelopes (p).
- θ Begin to complete simple forms with name, address, phone number, etc. (p).

2.4 Add power to writing (p):

- θ Begin to use more than one type of sentence.
- θ Begin to use alliteration, onomatopoeia, personification, and similes.

*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 2, students are expected to meet the following learning objectives in order to make progress toward achieving Unifying Standard 3.0 by the end of grade twelve:

3.1 Alphabetize correctly:

- θ Alphabetize words to the second letter (p/s).

3.2 Use reference sources:

- θ Understand the purpose of various reference materials—atlas, dictionary, glossary, thesaurus (p/c).
- θ Use table of contents, chapter headings (p/c), title page (s), and glossary (p) to locate information.

3.3 Gather, organize, and interpret information:

- θ Complete sentence frames or find answers to specific questions from one or more sources (p).

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

At Level 2, 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 Capitalize all proper nouns— names of people, pets, places, days of the week, months, and holidays (p/c/s).
- θ Capitalize words at the beginning of sentences; “I”; initials of people; and titles of people, books, and stories (p/s).
- θ Capitalize at the beginning of direct quotes and in the greeting and closing of letters (p/c).

4.2 Punctuate correctly:

- θ Use commas in a date, after the greeting and closing in a friendly letter, and to separate items in a series (p/c/s).
- θ Use quotation marks with direct quotations and in dialogue (p/c).
- θ Use apostrophes with simple contractions (p/c/s) and to form singular possessives (p/s).
- θ Edit for the use of correct end marks—periods, question marks, and exclamation points (p).

4.3 Spell correctly:

- θ Spell high-frequency words used in the PUSD spelling program (p).
- θ Spell high-frequency irregular words (e.g., *who*, *what*, *why*) (c).
- θ Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns (p/c).
- θ Identify correctly and incorrectly spelled sight words in context (s).

4.4 Write and speak with proper grammar and usage:

- θ Identify and correctly use nouns, plural nouns, personal pronouns, action verbs, and adjectives (p/c/s).
- θ Begin to edit for natural-sounding subject-verb agreement (p); identify past, present, plural, and future forms (s).

4.5 Structure sentences and paragraphs correctly:

- θ Understand and use correct declarative, interrogative, imperative, and exclamatory sentences (p/c).
- θ Distinguish between complete and incomplete sentences (p/c/s).
- θ Use correct word order in written sentences (c/s).

**LISTENING/SPEAKING STANDARDS
LEVEL 2**

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 2, students are expected to meet the following learning objectives in order to make progress toward achieving Unifying Standard 1.0 by the end of grade twelve:

1.1 Focus on the speaker’s message:

- θ Maintain eye contact (p).
- θ Wait to ask questions or make comments; base comments on the topic (p).
- θ Paraphrase information that has been shared orally by others (c).
- θ Return attention to speaker after an interruption or distraction (p).
- θ Behave respectfully with appropriate responses (p).

1.2 Evaluate what is heard:

- θ Determine the purpose for listening—to get information, to solve problems, for enjoyment etc. (c).
- θ Ask for clarification and explanation of stories and ideas (c).
- θ Begin to distinguish between fact and opinion (p).
- θ Listen, make a choice, and begin to support an opinion with reasons (p).
- θ Listen to constructive criticism and attempt to improve own performance (p).

1.3 Follow oral directions:

- θ Give and follow simple three- and four-step directions (c) the first time they are given (p).
- θ Listen to and repeat simple directions before beginning a task (p).

1.4 Take notes (p):

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

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 2, 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 Organize presentations to maintain a clear focus (c).
- θ Retell stories and experiences logically and sequentially (c).
- θ Use a clear voice, appropriate pacing, and varied pitch (p/c).
- θ Use visual aids during sharing when directed (p).

2.2 Participate in discussions (p):

- θ Stay on topic.
- θ 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 2, 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 Recount experiences and tell stories (p/c).
- θ Move through a logical sequence of events (c).
- θ Describe story elements—characters, setting, and plot (c).

3.2 Deliver informative presentations: *

- θ Report on a topic using a variety of resources(p/c).
- θ State and stay on the topic (p).
- θ Include at least three facts or details (p).

3.3 Deliver recitations and impromptu presentations (p):

- θ Participate in plays, choral reading, readers' theatre, partner reading.
- θ Tell familiar experiences or retell stories impromptu.

** Core oral presentation*