

## 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.

**LISTENING/SPEAKING STANDARDS**  
**LEVEL 4 - 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

- 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 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 actively 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 Deliver informative presentations.
- 3.3 Deliver oral summaries of books and articles.
- 3.4 Deliver creative presentations and recitations.

## LISTENING/SPEAKING STANDARDS LEVEL 4 - 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.

At Level 4 - 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.**

- o Maintain eye contact. (p)
- o Wait before asking thoughtful questions or making relevant responses to questions. (p/c)
- o Ask relevant questions that seek information not already discussed. (c)
- o Summarize major ideas and supporting evidence presented in spoken messages and formal presentations. (c)
- o Interpret verbal and non-verbal messages, purposes, and perspectives of the speaker. (c)
- o Behave respectfully with appropriate responses. (p)

**1.2 Evaluate what is heard.**

- o Identify the speaker's intent and qualifications. (p)
- o Identify how language (e.g. sayings, expressions, usage) reflects regions and cultures. (c)
- o Identify, analyze and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalizations). (c)
- o Identify any logical fallacies used in oral presentations and media messages. (c)
- o Distinguish fact from opinion. (p)
- o Make inferences or draw conclusions based on an oral report.
- o Begin to use constructive criticism to improve own performance. (p)
- o Evaluate and analyze the role of the media as sources for information, entertainment, persuasion, interpretation of events, and as a vehicle for learning about cultures and in forming opinions on issues. (c)

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

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

**1.4 Take notes. (p)**

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

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

At Level 4 - 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.**

- o Select a focus, organizational structure and point of view for oral presentations. (c)
- o Stay focused on a topic. (p)
- o Present an effective introduction, body, and conclusion that help listeners understand key ideas and evidence. (c)
- o Use a structure to convey information (e.g., cause/effect, similarity/difference, posing/answering a question). (c)
- o Clarify and support ideas with evidence, details, examples, anecdotes, experiences, and visual or media displays. (p/c)
- o Emphasize points in ways that help listeners follow key ideas and concepts (c).
- o Engage audience by using appropriate volume, pitch, phrasing, pace, modulation, verbal cues, facial expressions, posture, and gestures to enhance meaning. (p/c)
- o Identify and monitor verbal static (um, uh-huh). (p)
- o Refer to note cards and make eye contact intermittently. (p)

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

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

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

At Level 4 - 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)**

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

**3.2 Deliver informative presentations.**

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

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

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

**3.4 Deliver creative presentations and recitations.**

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

## READING STANDARDS LEVEL 4 - 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

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

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

Focus Goals

- 2.1 Use strategies for comprehending informational materials and grade-level text.
- 2.2 Read to analyze and evaluate information.
- 2.3 Read technical/business material for practical application.

**3.0 Life-Long 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 Reads frequently and 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 Reading List*.

Focus Goals

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

## READING STANDARDS LEVEL 4 - 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 4 - 5, students are expected meet the following learning objectives in order to make progress toward achieving Unifying Standard 1.0 by the end of grade twelve:

**1.1 Learn new words from reading.**

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

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

- o Distinguish and interpret multiple-meaning words. (c/s)
- o Use a thesaurus to determine related words and concepts. (c)
- o Understand and explain frequently used synonyms, antonyms, homographs, and homonyms. (p/c)

**1.3 Read fluently.**

- o Read narrative and expository text aloud and silently with grade-appropriate fluency, accuracy, 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 Reading List*.

At Level 4 - 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 for comprehending informational materials and grade-level text.**

- o For all text; establish a purpose for reading (p/c) - to learn, to access information, for personal interest. (p/c)
- o Preview titles, headings, bold-face words, visuals, summaries, and questions. (p)
- o Use reciprocal strategies (predicting, clarifying, questioning, summarizing).
- o Use graphic organizers. (p/4s)
- o Make and confirm predictions about text by using prior knowledge and ideas presented in text itself, including illustrations, titles, topic sentences, key words, and foreshadowing clues. (c)
- o Use text features (format, graphics, sequence, diagrams, illustrations, charts, maps) to increase understanding. (c)
- o Identify structural patterns and logical relationships – sequence and chronological order, comparison/contrast, cause/effect, hypothesis/evidence, problem/solution, analogies. (p/c)

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

- o Determine the main idea and find facts, summarize, and begin to paraphrase. (p/c/s)
- o Distinguish between cause and effect (c) fact, supported inferences and opinion. (p/c/s)
- o Form opinions, ask questions to further understanding, make inferences, draw conclusions, and make judgments or generalizations about text; and support them with textual evidence and prior knowledge. (5s) (p)
- o Evaluate new information and hypotheses by testing them against known information and ideas. (c)
- o Compare and contrast information on the same topic after reading several passages or articles. (c)
- o Determine intended audience and author's purpose. (5s)
- o Analyze text that uses sequential or chronological order. (c)
- o Construct charts, graphs, etc., to organize information. (5s)

### 2.3 Read technical/business material for practical application.

- o Read and use information from text to answer questions, solve problems, and organize information into a chart or graph and complete projects. (p/c)
- o Scan to locate information. (p)
- o Follow multiple-step directions from a basic technical manual in proper sequence. (p/c)

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

At Level 4 - 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. (s)

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

### 3.2 Reads frequently and extensively.

- o Read and are read to daily. (p)
- o Choose to read independently beyond school requirements for enjoyment, interest, and exploration. (p/c)
- o Make progress toward the grade 8 goal of reading independently one million words annually (c), equivalent to approximately 20 grade-level books.
- o 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 Reading Lists*.

At Level 4–5, 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/5s)

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

**4.2 Read and interpret narrative and dramatic literature.** (5s)

- o Read novels, short stories, plays, essays/speeches, biographies, autobiographies, and historical journals. (p)
- o Identify the main events of the plot, their causes, and how each influences future actions. (p/c)
- o Identify literary elements and use terms in responses—plot line, conflict (problem), climax (high point), resolution, setting, character traits, theme, point of view. (p/4s)
- o Use knowledge of a situation, setting, character’s traits, and motivations to determine causes for that character’s actions. (c) (4s)
- o Extend inferences beyond text about characters and predictions of outcome. (p/s)
- o 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/5s)
- o Understand that theme refers to a central idea or general statement about people or life and recognize themes, whether implied or stated directly in sample works. (c)
- o Recognize and use stylistic elements in responses – point of view (first and third – person), imagery, symbolism. (p/c)

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

- o Describe the structural differences of various imaginative forms of literature - fantasies, fables, myths, legends, and fairy tales.
- o Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).
- o Identify and analyze the characteristics of poetry, drama, fiction and nonfiction as literary forms chosen by an author for a specific purpose.
- o 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).
- o 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 4 - 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

- 1.1 Organize and focus writing.
- 1.2 Create multiple-paragraph compositions.
- 1.3 Revise and evaluate writing.
- 1.4 Write legibly.
- 1.5 Write on demand.

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

### Focus Goals

- 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

- 3.1 Use technology.
- 3.2 Use reference sources.
- 3.3 Gather, organize, 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 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.

## WRITING STANDARDS LEVEL 4 - 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 4 - 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.

- o Know the audience and purpose for writing. (p/c/s)
- o Select a topic, focus, organization, and point of view based upon purpose, audience, length, and format requirements. (c)
- o Use a variety of prewriting strategies - brainstorming, clustering, listing, mapping, webbing, Venn diagrams, discussion, free writing, informal outlining, charting. (p)
- o Begin to organize notes into paragraphs and use chronological order, order of importance (p/c), cause/effect, and posing/answering a question as structures for conveying information. (c)

### 1.2 Create multiple-paragraph compositions.

- o Write 500 – 700 word compositions in various genres, using legible writing or word processing.
- o Indent paragraphs properly. (c)
- o Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph (c).
- o Begin to include engaging and/or formal and varied introductions (e.g., dialogue, action, description, fact, rhetorical question). (p/c)
- o Include supporting paragraphs with simple facts, details, and explanations. (c)
- o Conclude with a paragraph that summarizes the points (c) or restates the main idea. (p)

### 1.3 Revise and evaluate writing.

- o Identify and edit for redundancies and unrelated ideas. (s)
- o Edit and revise writing to improve coherence and progression, meaning and focus by adding, deleting, consolidating, clarifying, and rearranging text. (c)
- o Use feedback from peers, teachers, and self-editing to make revisions. (p)

### 1.4 Write legibly.

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

### 1.5 Write on demand. (p)

- o Submit assignments on time.
- o Begin to complete incremental steps in long-term projects by deadlines.
- o Write daily in a variety of logs and journals to ask questions and make observations.
- o Practice brief timed-writings.

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

At Level 4 - 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.**

- o Describe incidents that relate ideas, observations, events, experiences, and/or memories with a clear beginning, middle and end. (c/4\*)
- o Use narrative and descriptive strategies - engaging opening, sensory details, dialogue, setting, characters, plot, logical sequence of events, point of view. (p)
- o Show rather than tell the events of the story.
- o Provide insight into why the incident is memorable. (c)
- o Add an original character, situation, or ending to a story. (p)
- o Rewrite a story from a different point of view. (p)
- o Write an original fable and legend. (p)

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

Research reports\*

- o Frame a key question about an issue or situation that directs the investigation. (c)
- o Stay focused on the topic and write about facts and details, key ideas, issues or events to inform readers. (p/c)
- o Draw from more than one source of information (e.g., speakers, books, newspapers, media sources). (p/c)
- o Develop the topic with simple facts, details, examples, and explanations based on research interviews or observations. (p/c)
- o Write a newspaper article that includes who, what, where, when, why, and how. (p)
- o Include bibliography. (p)

Response to literature: (c)

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

Summaries: \*

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

Descriptive and Poetic writing: (p)

- o Write structured poems across disciplines (e.g., acrostic, cinquain, haiku, couplets).
- o Write a paragraph based on first-hand observational notes taken at an event, experiment, or demonstration.
- o Begin to write free verse.

Persuasive writing: (p)

- o State a clear position in support of a proposal or about an issue.
  - o Support and defend, in writing, a position with relevant evidence based on facts read, viewed, or discussed.
  - o Address reader concerns.
- (\*=Core writing piece)

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

- o Address envelopes.
- o Write steps to complete a simple task in sequential order.
- o Complete forms (e.g., school applications, activity registrations, tests, surveys).
- o Write friendly letters, notes, and invitations using an appropriate tone (polite, angry, sincere, whining etc.)
- o Write business letters, ordering the return address, inside address, salutation, body, and closing.

**2.4 Add power to writing.**

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

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

At Level 4 - 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)**

- o Demonstrate basic keyboarding skills and familiarity with the vocabulary of technology - cursor, software, memory, disk drive, hard drive, etc.
- o 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.**

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

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

- o Quote or paraphrase information sources, citing them appropriately. (c)
- o Interpret parts of a book – author, topic, title, total pages, publisher, location of publisher, copyright date. (5s)
- o Paraphrase in notes to organize information and ideas from multiple sources. (p)
- o Combine information from two sources in a research report. (p)

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

At Level 4 - 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.**

- o Practice and apply all skills learned in previous levels in order to maintain mastery. (p/c/s)
- o Capitalize names of companies, commercial products, (p), magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations. (c/s)

**4.2 Punctuate correctly.**

- o Use a comma after the greeting and closing in a friendly letter, in a series, to separate phrases with mild interjections, to set off an introductory element, with an appositive, in a date, to separate city and state, in direct address, and to set off a speaker tag (e.g., John said). (p/c/s)
- o Use a colon after an independent clause to introduce a list (s), separate hours and minutes, and after the salutation in a business letter. (p)
- o Use quotation marks with direct quotations and dialogue, around titles of poems, songs, short stories, and articles. (p/c)
- o Underline or use italics to identify titles of books, movies, newspapers, magazines. (p/c)
- o Use parentheses correctly. (c)
- o Use apostrophes with contractions and singular and plural possessives. (c/s)
- o Use a period at the end of an abbreviation. (s)

**4.3 Spell correctly.**

- o Correctly spell words used in the PUSD spelling program. (p)
- o Spell roots, prefixes, suffixes, and syllable constructions and homophones correctly. (c/s)
- o Spell and use plural nouns and irregular verbs correctly. (p)
- o Distinguish between words using knowledge of multiple representations (e.g., account/acount, college/colege, decreased/decreesed). (s)

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

- o Use singular and plural, regular and irregular, present, present progressive, past progressive, and future tenses of verbs in sentences. (c/s)
- o Identify modifiers and pronouns. (c/s)
- o Identify and correctly use nominative, objective, possessive, and reflexive personal pronouns. (p/c/s)
- o Identify and use nouns, verbs, adjectives, adverbs, prepositions, conjunctions, pronouns in sentences. (p)
- o Identify simple subjects and predicates in sentences. (p)

**4.5 Structure sentences and paragraphs correctly.**

- o Use simple and compound sentences in writing and speaking. (c)
- o Identify and use prepositional phrases, appositives, and independent and dependent clauses. (c)
- o Combine short, related sentences with appositives, participle phrases, adjectives, adverbs, and prepositional phrases. (c)
- o Identify run-ons and incomplete sentences. (s/4s)
- o Edit for complete sentences and correct paragraph form. (p)