

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

1.0 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 Develop phonemic awareness
- 1.3 Decode and recognize words
- 1.4 Learn and use new words
- 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 Learn to use strategies when reading
- 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 and interpret children’s literature
- 4.2 Analyze patterns in literature

WRITING STANDARDS LEVEL K

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 Write brief sentences
- 1.3 Write legibly
- 1.4 Write on demand

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

Focus Goals (standards, outcomes, expectations)

- 2.1 Write narratives
- 2.2 Write descriptive, expository, and persuasive text
- 2.3 Write technical/business text

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

Focus Goals (standards, outcomes, expectations)

- 3.1 Use reference sources
- 3.2 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 (standards, outcomes, expectations)

- 4.1 Begin to capitalize
- 4.2 Spell independently
- 4.3 Structure sentences completely and coherently when speaking

LISTENING/SPEAKING STANDARDS LEVEL K

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

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 Participate in recitations

READING STANDARDS LEVEL K

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.

In Kindergarten 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 concepts about print:

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

1.2 Develop phonemic awareness (c):

- 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.
- Manipulate sounds in words as one is added, substituted, deleted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).
- Blend vowel-consonant sounds orally to make words or syllables.
- Identify and produce rhyming words in response to an oral prompt.
- Identify the beginning and ending sound of orally stated one-syllable words.
- Track each word in a sentence and each syllable in a word.
- Count the number of sounds in syllables and syllables in words.

1.3 Decode and recognize words:

- Match all consonant and short-vowel sounds to appropriate letters (c).
- Understand that words are made up of sounds (i.e., the alphabetic principle) (p/c).
- Use sound/symbol relationships (phonics) to decode new words—beginning, middle, and ending “chunks” (p).
- Begin to recognize small words within larger words (p).

1.4 Learn and use new words:

- Identify and sort common words from within basic categories (e.g., colors, shapes, foods) (c).
- Describe common objects and events in both general and specific language (c).

1.5 Develop fluency:

- Participate in shared reading (p).
- Read simple one-syllable and high-frequency sight words (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*.

In Kindergarten 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 Learn to use strategies when reading:

- Use pictures and context to make predictions about story content (p/c).
- Begin to understand that there is a purpose for reading (p).
- Use prior knowledge to construct meaning (p).
- Integrate strategies by using picture clues, looking at the first letter, and beginning to self-correct in order to gain meaning (p).
- Recognize sequence (p).

2.2 Read to analyze and evaluate information:

- Begin to find the main idea and recall details (p).
- Ask and answer questions about essential elements of the text (c).
- Connect prior knowledge and/or life experiences to events and information in the text (p/c).
- Begin to distinguish between real and make believe (p/c).
- Read to classify and categorize information (p).

2.3 Read informational material for practical application:

- Begin to read text needed in daily life (e.g., signs, cereal boxes, labels, newspapers, advertisements, calendars) (p).
- Begin to read simple graphs, charts, and diagrams (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 Kindergarten 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 Begin to read a wide variety of genres (p/c/s):

- Read functional text (e.g., signs, cereal boxes, calendars, advertisements, maps, 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 Begin to read frequently:

- Are read to daily (p).
- Choose to read independently beyond school requirements (c) for enjoyment, interest, and exploration (p).
- Begin to make progress towards the grade 4 goal of reading independently one-half million words annually (c), about 20 grade-level books.
- Read his/her own writing (p).
- 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*.

In Kindergarten 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 children's literature:

- Begin to read emergent readers, pattern books, big books, picture books, poetry, and familiar stories (p/c).
- Answer questions about elements of the story line—characters, setting, plot, problem, and key events (p/c).
- Act out stories read aloud (p).
- Make predictions of outcome (p).

4.2 Analyze patterns in literature (c):

- Retell and compare familiar stories with well-known characters, themes, plots, and settings.
- Identify different text genres, including everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).

**WRITING STANDARDS
LEVEL K**

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 Kindergarten 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 (p):

- Write name on paper.
- Participate in prewriting activities as a group—brainstorming, clustering, discussions, listing, word walls.
- Follow directions for organizing paper—drawing, printing, pasting, etc.

1.2 Write brief sentences:

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

1.3 Write legibly:

- Print upper- and lower-case letters independently, paying attention to form and spacing (p/c).

1.4 Write on demand (p):

- Submit assignments on time.
- Begin to record in a journal.
- Dictate, draw, scribble, and write with phonetic spelling to develop fluency and confidence.

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 Kindergarten 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:

- Dictate and begin to write simple stories, real or imaginary (p/c).*

2.2 Write descriptive, expository, and persuasive text:

Descriptive/poetic writing (p):

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

Informative writing (p):

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

Persuasive writing (p):

- Graph opinions on a topic.

2.3 Write technical/business text (p):

- Dictate and/or write notes, cards, letters.
- Place pictures in sequential order.

* 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.

In Kindergarten 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:

- Locate the title, table of contents, author, and illustrator of a book (c).

3.2 Gather and interpret information (p).

- Go to the library to check out books.
- Share a favorite book.
- Use environmental print (e.g., classroom labels, signs, word walls, charts).
- Share researched information on a topic using pictures.

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

In Kindergarten 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 Begin to capitalize:

- Use a capital letter for a person's name (p).

4.2 Spell independently:

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

4.3 Structure sentences completely and coherently when speaking (c).

LISTENING/SPEAKING STANDARDS LEVEL K

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.

In Kindergarten 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 (p):**
- Begin to make some eye contact.
 - Wait to verbalize ideas with teacher reminders.
 - Begin to base questions and comments on the topic.
 - Distinguish between questions and comments.
 - Return attention to speaker after an interruption or distraction.
 - Behave respectfully with appropriate responses.
- 1.2 Evaluate what is heard (p):**
- Begin to identify relevant information from a story, lesson, video, etc.
 - Begin to distinguish between fact and fiction.
 - Listen, make a choice, and give an opinion.
 - Give physical response to indicate understanding (e.g., thumbs up).
- 1.3 Follow oral directions:**
- Listen, restate, and follow simple two-step directions (p/c).
 - Ask for help when needed (p).

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.

In Kindergarten 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:**
- Speak to the class rather than the teacher (p).
 - Use visual aids when sharing (p).
 - Share information and ideas, speaking audibly in coherent, complete sentences (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.

In Kindergarten 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 (p):**
- Present information about self and family.
 - Tell an original story about a picture.
- 3.2 Participate in recitations:**
- Engage in-group choral activities—songs, finger plays, chants, shared reading, poetry, drama (p).