

The South Pasadena Language Arts Content Standards

KINDERGARTEN

READING

1.0. WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:
Students know about letters, words, and sounds. They apply this knowledge in reading simple sentences.

Concepts About Print:

- 1.1. identify the front cover, back cover, and title page of a book
- 1.2. follow words from left-to-right and top-to-bottom on the printed page
- 1.3. explain that printed materials provide information
- 1.4. recognize that sentences in print are made up of separate words
- 1.5. distinguish letters from words
- 1.6. recognize and name all upper-and lower-case letters

Phonemic Awareness:

- 1.7. track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/)
- 1.8. track (move sequentially from sound to sound), and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant)
- 1.9. blend vowel-consonant sounds orally to make words or syllables
- 1.10. identify and produce rhyming words in response to an oral prompt
- 1.11. distinguish orally stated one-syllable words and separate into beginning or ending sounds
- 1.12. track auditorily each word in a sentence and each syllable in a word
- 1.13. count the number of sounds in syllables and syllables in words

Decoding and Word Recognition:

- 1.14. match all consonant and short-vowel sounds to appropriate letters
- 1.15. read simple one-syllable and high frequency words (i.e., sight words)
- 1.16. understand that as letters of words change, so do the sounds (i.e., the alphabetic principle)

Vocabulary and Concept Development:

1.17. identify and sort common words from within basic categories (e.g., colors, shapes, foods)

1.18. describe common objects and events in both general and specific language

2.0. READING COMPREHENSION: Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies, (e.g., generating and responding to questions, comparing information received to prior knowledge). The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*.

Structural Features of Informational Materials:

2.1 locate title, table of contents, name of author, and illustrator

Comprehension and Analysis of Grade-Level-Appropriate Text:

2.2. use pictures and context to make predictions about story content

2.3. connect to life experiences the information and events in texts

2.4. retell familiar stories

2.5. ask and answer questions about essential elements of text

3.0. LITERARY RESPONSE AND ANALYSIS: Students listen and respond to stories based on well-known characters, themes, plots, and settings. The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*.

Narrative Analysis of Grade-Level-Appropriate Text:

3.1. distinguish fantasy from realistic text

3.2. identify different text genres, including everyday print materials, (e.g., storybooks, poems, newspapers, signs, labels)

3.3. identify characters, settings, and key events

WRITING

1.0. WRITING STRATEGIES: Students write words and brief sentences that are legible.

Organization and Focus:

1.1. use letters and phonetically-spelled words to write about experiences, stories, people, objects, or events

1.2. write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle)

1.3. write by moving from left-to-right and top-to-bottom

Penmanship:

1.4. write upper-case and lower-case letters independently, attending to form and spatial alignment

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

English Language Conventions are integral both to writing and to listening and speaking. Thus, these standards have been placed between the other two.

1.0. WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions.

Sentence Structure:

1.1. recognize and use complete and coherent sentences when speaking

Spelling:

1.2. spell independently using pre- to early-phonetic knowledge, sounds of the alphabet, and knowledge of letter names

LISTENING AND SPEAKING

1.0. LISTENING AND SPEAKING STRATEGIES: Students listen and respond to oral communication. They speak in clear and coherent sentences.

Comprehension:

1.1. understand and follow one- and two-step oral directions

1.2. share information and ideas, speaking audibly in coherent, complete sentences

The South Pasadena Language Arts Content Standards

GRADE 1

READING

1.0. WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students understand the basic features of a reading. They select and know how to translate letter patterns into spoken language using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Concepts About Print:

- 1.1. match oral words to printed words
- 1.2. identify the title and author of a reading selection
- 1.3. identify letters, words, and sentences

Phonemic Awareness:

- 1.4. distinguish initial, medial, and final sounds in single-syllable words
- 1.5. distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite)
- 1.6. create and state a series of rhyming words, including consonant blends
- 1.7. add, delete, or change target sounds in order to change words (e.g., change cow to how; pan to an)
- 1.8. blend two to four phonemes into a recognizable word (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat)
- 1.9. segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/I/ch/ = rich)

Decoding and Word Recognition:

- 1.10. generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and combine those sounds into recognizable words
- 1.11. read common, irregular sight words (e.g., the, have, said, come, give, of)
- 1.12. use knowledge of vowel digraphs and r-controlled letter-sound associations to read words
- 1.13. read compound words and contractions
- 1.14. read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking)

1.15. read common word families (e.g., -ite, -ill, -ate)

1.16. read aloud with fluency in a manner that sounds like natural speech

Vocabulary and Concept Development:

1.17 classify grade-appropriate categories of words (e.g., concrete collections like animals and foods)

2.0. READING COMPREHENSION: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies needed, including generating and responding to essential questions, making predictions, and comparing information from several sources. The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*. In addition to their regular school reading, by grade 4, students read one-half million words annually (equivalent to 25 grade level books), including a good representation of narrative (i.e., classic and contemporary literature) and expository (e.g., magazines, newspapers, on-line information) text appropriate for each grade.

Structural Features of Informational Materials:

2.1. identify text which uses sequence and/or logical order

Comprehension and Analysis of Grade-Level-Appropriate Text:

2.2. respond to who, what, when, where, and how questions

2.3. follow one-step written instructions

2.4. use context to resolve ambiguities about word and sentence meanings

2.5. confirm predictions about what will happen next in text by identifying key words (i.e., signpost words)

2.6. relate prior knowledge to textual information

2.7. retell the central ideas of simple expository or narrative passages

3.0. LITERARY RESPONSE AND ANALYSIS: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of text and the literary terms or elements (i.e., theme, plot, setting, and characters). The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*.

Narrative Analysis of Grade-Level-Appropriate Text:

3.1. identify and describe the story elements of plot, setting, and characters, including the story's beginning, middle, and ending

3.2. describe the role and contribution of authors and illustrators to print materials

3.3. recollect, talk, and write about books read during the school year

WRITING

1.0. WRITING STRATEGIES: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing considers audience and purpose. They successfully use the stages of the writing process (i.e., pre-writing, drafting, revising, and editing successive versions).

Organization and Focus:

1.1. select a focus when writing

1.2. use descriptive words when writing

Penmanship:

1.3. print legibly and space letters, words, and sentences appropriately

2.0. WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the Grade 1 writing strategies outlined in Writing Standard 1.0, students:

2.1. write brief narratives describing an experience (e.g., fictional, autobiographical)

2.2. write brief expository descriptions of a real object, person, place, or event using sensory details

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

English Language Conventions are integral both to writing and to listening and speaking. Thus, these standards have been placed between the other two.

1.0. WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions that are appropriate to each grade level.

Sentence Structure:

1.1. write and speak in complete, coherent sentences

Grammar:

1.2. identify and correctly use singular and plural nouns

1.3. identify and correctly use contractions (e.g., isn't, aren't, can't, won't) and singular possessive pronouns (e.g., 's, my/mine, his/her, hers, your/s) in writing and speaking

Punctuation:

- 1.4. distinguish between declarative, exclamatory, and interrogative sentences
- 1.5. use period, exclamation point, or question mark at the end of sentences
- 1.6. use knowledge of basic punctuation and capitalization when reading

Capitalization:

- 1.7. correctly capitalize the first word of a sentence, names of people, and the pronoun "I"

Spelling:

- 1.8. spell three- and four-letter short-vowel words and phonetically spell other sight words correctly

LISTENING AND SPEAKING

1.0. LISTENING AND SPEAKING STRATEGIES: Students listen and respond critically to oral communication. They speak in a manner that guides and informs the listener's understanding of key ideas, using appropriate phrasing, pitch, and modulation.

Comprehension:

- 1.1. listen attentively
- 1.2. ask questions for clarification and understanding
- 1.3. give, restate, and follow simple two-step directions

Organization and Delivery of Oral Communication:

- 1.4. stay on topic when speaking
- 1.5. use descriptive words when speaking about people, places, things, and events

2.0. SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.

Using the Grade 1 speaking strategies outlined in Listening and Speaking Standard 1.0, students:

- 2.1. recite poems, rhymes, songs, and stories
- 2.2. retell stories using basic story grammar, sequencing story events by answering who, what, when, where, why, and how questions

2.3. relate an important life event or personal experience using simple sequencing

2.4. provide descriptions with careful attention to sensory detail

The South Pasadena Language Arts Content Standards

GRADE 2

READING

1.0. WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students understand the basic features of a reading. They select and know how to translate letter patterns into spoken language using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Decoding and Word Recognition:

- 1.1. recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading
- 1.2. apply knowledge of basic syllabication rules when reading (e.g., v/cv = su/per; vc/cv = sup/per)
- 1.3. decode two-syllable nonsense words and regular multi-syllable words
- 1.4. recognize common abbreviations (e.g., Jan., Sun., Rt., St.)
- 1.5. identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives)
- 1.6. read aloud with fluency and accuracy, and with appropriate intonation and expression

Vocabulary and Concept Development:

- 1.7. understand and explain common antonyms and synonyms
- 1.8. use knowledge of individual words in unknown compound words to predict their meaning
- 1.9. know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly)
- 1.10. identify simple multiple-meaning words

2.0. READING COMPREHENSION: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed, including generating and responding to essential questions, making predictions, and comparing information from several sources. The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*. In addition to their regular school reading, by grade 4, students read one-half million words annually (equivalent to 25 grade level books), including a good representation of narrative (i.e., classic and contemporary literature) and expository (e.g., magazines, newspapers, on-line information) text appropriate for each grade.

Structural Features of Informational Materials:

- 2.1. use titles, table of contents, glossary, and chapter headings to locate information in expository text

Comprehension and Analysis of Grade-Level-Appropriate Text:

- 2.2. state the purpose in reading (i.e., tell what information the student is seeking)
- 2.3. use knowledge of author's purpose(s) to comprehend informational text
- 2.4. ask clarifying questions concerning essential textual elements of exposition (e.g., why, what-if, how)
- 2.5. restate facts and details in text to clarify and organize ideas
- 2.6. recognize cause and effect relationships in text
- 2.7. interpret information from diagrams, charts, and graphs
- 2.8. follow two-step written instructions

3.0. LITERARY RESPONSE AND ANALYSIS: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of text and the literary terms or elements (i.e., theme, plot, setting, and characters). The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*.

Narrative Analysis of Grade-Level-Appropriate Text:

- 3.1. compare and contrast plots, settings, and characters presented by different authors
- 3.2. generate alternative endings to plots, and identify reason(s) for, and impact of, the alternatives
- 3.3. compare and contrast different versions of the same stories that reflect different cultures
- 3.4. identify rhythm, rhyme, and alliteration in poetry

WRITING

1.0. WRITING STRATEGIES: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing considers audience and purpose. They successfully use the stages of the writing process (i.e., pre-writing, drafting, revising, and editing successive versions).

Organization and Focus:

- 1.1. group together related ideas, and maintain a consistent focus

Penmanship:

- 1.2. create readable documents with legible handwriting

Research:

1.3. understand the purposes of various reference materials (e.g., dictionary, encyclopedia, thesaurus, atlas)

Revising and Evaluating Strategies:

1.4. revise original drafts to improve sequence and provide more descriptive detail

2.0. WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the Grade 2 writing strategies outlined in Writing Standard 1.0, students:

2.1. write brief narratives based on their experience that
(1) move through a logical sequence of events

(2) describe the setting, characters, objects, and events in detail

2.2. write a friendly letter complete with date, salutation, body, closing, and signature

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

English Language Conventions are integral both to writing and to listening and speaking. Thus, these standards have been placed between the other two.

1.0. WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions that are appropriate to each grade level.

Sentence Structure:

1.2 distinguish between complete and incomplete sentences and recognize and use correct word order in written sentences

Grammar:

1.2. identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking

Punctuation:

1.3. use commas in the greeting and closure of a letter and with dates and words in a series

1.4. use quotation marks correctly

Capitalization:

1.5. capitalize all proper nouns, words at the beginning of sentences and in greetings, months, days of the week, titles, and initials of people

Spelling:

1.6. spell frequently used, irregular words correctly (e.g., who, what, why)

1.7. spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly

LISTENING AND SPEAKING

1.0. LISTENING AND SPEAKING STRATEGIES: Students listen and respond critically to oral communication. They speak in a manner that guides and informs the listener's understanding of key ideas, using appropriate phrasing, pitch, and modulation.

Comprehension:

1.1. determine the purpose(s) for listening (e.g., to get information, to solve problems, for enjoyment)

1.2. ask for clarification and explanation of stories and ideas.

1.3. paraphrase information that has been shared orally by others

1.4. give and follow three- and four-step oral directions

Organization and Delivery of Oral Communication:

1.5. organize presentations to maintain a clear focus

1.6. speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class)

1.7. recount experiences in a logical sequence

1.8. retell stories, including characters, setting, and plot

1.9. report on a topic, including supportive facts and details

2.0. SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.

Using the Grade 2 speaking strategies outlined in Listening and Speaking Standard 1.0, students:

2.1. recount experiences or present stories that
(1) move through a logical sequence of events

(2) describe story elements (e.g., characters, plot, setting)

2.2. report on a topic with facts and details, drawing from several sources of information

The South Pasadena Language Arts Content Standards

GRADE 3

READING

1.0. WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students understand the basic features of a reading. They select and know how to translate letter patterns into spoken language using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Decoding and Word Recognition:

1.1 know and use complex word families when reading (e.g., -ight, -ough, -ould, -tion) to decode unfamiliar words

1.2 decode regular multi-syllable words

1.3 read narrative and expository text aloud with fluency and accuracy and with appropriate pacing, intonation, and expression

Vocabulary and Concept Development:

1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine meaning of words

1.5 demonstrate knowledge of levels of specificity (categories) among grade-appropriate words and explain the importance of these relations (e.g., dog/mammal/animal/living things)

1.6 use sentence and word context to find meaning of unknown words

1.7 use a dictionary to learn the meaning and other features of unknown words

1.8 use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words

2.0. READING COMPREHENSION: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed, including generating and responding to essential questions, making predictions, and comparing information from several sources. The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*. In addition to their regular school reading, by grade 4, students read one-half million words annually (equivalent to 25 grade level books), including a good representation of narrative (i.e., classic and contemporary literature) and expository (e.g., magazines, newspapers, on-line information) text appropriate for each grade.

Structural Features of Informational Materials:

2.1 use titles, table of contents, chapter headings, glossaries, and indexes to locate information in text

Comprehension and Analysis of Grade-Level-Appropriate Text:

2.2 ask questions and support answers by connecting prior knowledge with literal and inferential information found in text

2.3 demonstrate comprehension by identifying answers in text

2.4 recall major points in text, and make and modify predictions about forthcoming information

2.5 distinguish main idea and supporting details in expository text

2.6 extract appropriate and significant information from text, including problems and solutions

2.7 follow simple multiple-step written instructions (e.g., how to assemble a product or use a game board)

3.0. LITERARY RESPONSE AND ANALYSIS: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of text and the literary terms or elements (i.e., theme, plot, setting, and characters). The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*.

Structural Features of Literature:

3.1 distinguish among common forms of literature (e.g., poetry, drama, fiction, non-fiction)

Narrative Analysis of Grade-Level-Appropriate Text:

3.2 comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world

3.3 determine what characters are like by what they say or do and by how the author or illustrator portrays them

3.4 determine the underlying theme or author's message in fiction and non-fiction text

3.5 recognize the similarities of sounds in words and rhythmical patterns in a selection (e.g., onomatopoeia, alliteration)

3.6 identify the speaker or narrator in a selection

WRITING

1.0. WRITING STRATEGIES: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing considers audience and purpose. They successfully use the stages of the writing process (i.e., pre-writing, drafting, revising, and editing successive versions)

Organization and Focus:

- 1.1. create a single paragraph that
(1) develops a topic sentence

(2) includes simple supporting facts and details

Penmanship:

- 1.2. write legibly in cursive or joined italic, adhering to margins and correct spacing between letters in a word and words in a sentence

Research and Technology:

- 1.3. understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia)

Revising and Evaluating Strategies:

- 1.4. revise drafts to improve the coherence and the logical progression of ideas, using an established rubric

2.0. WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0

Using the Grade 3 writing strategies outlined in Writing Standard 1.0, students:

- 2.1. write narratives that
(1) provide a context within which an action takes place

(2) include well-chosen details to develop the plot

(3) provide insight into why this incident is memorable
- 2.2. write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences
- 2.3. write personal and formal letters, thank you notes and invitations that
(1) consider the audience, purpose, and context

(2) address knowledge and interests of the audience, stated purpose, and context

(3) include the date, proper salutation, body, closing, and signature

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

English Language Conventions are integral both to writing and to listening and speaking. Thus, these standards have been placed between the other two.

1.0. WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions that are appropriate to each grade level.

Sentence Structure:

1.1. understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking

Grammar:

1.2. identify and use subject/verb agreement, pronouns, adjectives, compound words, and articles in writing and speaking

1.3. use past, present, and future verb tenses in writing and speaking

1.4. identify and use subject and predicate of single-clause sentences in writing and speaking

Punctuation:

1.5. punctuate dates, city, state, and titles of books correctly

1.6. use commas in series, dates, locations, and addresses

Capitalization:

1.7. capitalize geographical names, holidays, historical periods, and special events correctly

Spelling:

1.8. spell correctly one-syllable words that have blends, contractions, compounds, and orthographic patterns (e.g., qu, consonant doubling, change y to I) and common homophones (e.g., hair-hare)

1.9. arrange words in alphabetical order

LISTENING AND SPEAKING

1.0 LISTENING AND SPEAKING STRATEGIES: Students listen and respond critically to oral communication. They speak in a manner that guides and informs the listener's understanding of key ideas, using appropriate phrasing, pitch, and modulation.

Comprehension:

1.1. retell, paraphrase, and explain what has been said by a speaker

1.2. connect and relate prior experiences, insights, and ideas to those of a speaker

1.3. respond to questions with appropriate elaboration

1.4. identify the musical elements of literary language (e.g., rhymes, repeated sounds, or instances of onomatopoeia)

Organization and Delivery of Oral Communication:

1.5. organize ideas chronologically or around major points of information

1.6. provide a beginning, middle, and end, including concrete details that develop a central idea

1.7. use clear and specific vocabulary to communicate ideas and establish tone

1.8. clarify and enhance oral presentations through use of appropriate props (e.g., objects, pictures, charts)

1.9. read prose and poetry aloud with fluency, rhythm, and pace; and use appropriate intonation and vocal patterns to emphasize important passages of the text being read

Analysis and Evaluation of Oral and Media Communications:

1.10. compare ideas and points of view in broadcast and print media

1.11. distinguish between the speaker's opinions and verifiable facts

2.0. SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard English and the organization and delivery strategies outlined in Listening and Speaking Standard 1

Using the Grade 3 speaking strategies outlined in Listening and Speaking Standard 1.0, students:

2.1. make brief narrative presentations on an incident that
(1) provide a context within which an incident occurs

(2) provide insight into why the selected incident is memorable

(3) include well-chosen details to develop character, setting, and/or plot

2.2. plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone

2.3. make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences

The South Pasadena Language Arts Content Standards

GRADE 4

READING

1.0. WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students understand the basic features of a reading. They select and know how to translate letter patterns into spoken language using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Word Recognition:

1.1. read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression

Vocabulary and Concept Development:

1.2. apply knowledge of word origins, derivations, synonyms, antonyms and idioms to determine the meaning of words and phrases

1.3. use knowledge of root words to determine the meaning of unknown words within a passage

1.4. know common Greek- and Latin-derived roots and affixes and use this knowledge to analyze the meaning of complex words (e.g., international)

1.5. use a thesaurus to determine related words and concepts

1.6. distinguish and interpret multiple meaning words

2.0. READING COMPREHENSION: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed, including generating and responding to essential questions, making predictions, and comparing information from several sources. The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*.

In addition to their regular school reading, by grade 4, students read one-half million words annually (equivalent to 25 grade level books), including a good representation of narrative (i.e., classic and contemporary literature) and expository (e.g., magazines, newspapers, on-line information) text appropriate for each grade.

Structural Features of Informational Materials:

2.1. identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential-chronological order, proposition and support) to strengthen comprehension

Comprehension and Analysis of Grade-Level-Appropriate Text:

2.2. use appropriate strategies when reading for different purposes (e.g., full comprehension, locating information, and personal enjoyment)

2.3. 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

2.4. evaluate new information and hypotheses by testing them against known information and ideas

2.5. compare and contrast information on the same topic after reading several passages or articles

2.6. distinguish between cause and effect and fact and opinion in expository text

2.7. follow multiple-step instructions from a basic technical manual (e.g., how to use computer commands or video games)

3.0. LITERARY RESPONSE AND ANALYSIS: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of text and the literary terms or elements (i.e., theme, plot, setting, and characters). The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*.

Structural Features of Literature:

3.1. describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales

Narrative Analysis of Grade-Level-Appropriate Text:

3.2. identify the main events of the plot, the causes, and how each influences future action(s)

3.3. use knowledge of the situation and setting, and of a character's traits and motivations, to determine the causes for that character's actions

3.4. 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)

3.5. identify and define the presence of figurative language in literary works, including simile, metaphor, hyperbole, and personification

WRITING

1.0. WRITING STRATEGIES: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing considers audience and purpose. They successfully use the stages of the writing process (i.e., pre-writing, drafting, revising, and editing successive versions).

Organization and Focus:

1.1. select focus, organization, and point of view based upon purpose, audience, length, and format requirements

1.2. create a multiple paragraph composition that

(1) provides an introductory paragraph

(2) establishes and supports a central idea with a topic sentence at or near the beginning of the first paragraph

(3) includes supporting paragraphs with simple facts, details, and explanations

(4) concludes with a paragraph that summarizes the points

(5) is indented properly

1.3. use traditional structures for conveying information, (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question)

Penmanship:

1.4. write fluidly and legibly in cursive or joined italic, easily transcribing manuscript into cursive and vice-versa

Research and Technology:

1.5. quote or paraphrase information sources, citing them appropriately

1.6. locate information in reference texts by using organizational features (e.g., prefaces, appendices)

1.7. use various reference materials as an aid to writing (e.g., dictionary, thesaurus, card catalog, encyclopedia, on-line information)

1.8. understand the structure and organization of (and use) almanacs, newspapers, and periodicals

1.9. demonstrate basic keyboarding skills and familiarity with the vocabulary of technology (e.g., cursor, software, memory, disk drive, hard drive)

Revising and Evaluating Strategies:

1.10. edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text

2.0. WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the Grade 4 writing strategies outlined in Writing Standard 1.0, students:

2.1. write narratives on incidents that

(1) relate ideas, observations, and/or memories

(2) provide a context to enable the reader to imagine the world of the event or experience

(3) use concrete sensory details

(4) provide insight into why this incident is memorable

2.2. write responses to literature that

(1) demonstrate an understanding of the literary work

(2) support judgments through references both to the text and to prior knowledge

2.3. write information reports that

(1) frame a key question about an issue or situation

(2) include facts and details for focus

(3) draw from more than one source of information (e.g., speakers, books, newspapers, media sources)

2.4. write summaries that contain the main ideas of the reading selection and the most significant details

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

English Language Conventions are integral both to writing and to listening and speaking. Thus, these standards have been placed between the other two.

1.0. WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions that are appropriate to each grade level.

Sentence Structure:

1.1. use simple and compound sentences in writing and speaking

1.2. combine short, related sentences with appositives, participle phrases, adjectives, adverbs, and prepositional phrases

Grammar:

1.3. identify and use regular and irregular verbs, adverbs, prepositions and coordinating conjunctions in writing and speaking

Punctuation:

1.4. use commas in direct quotations, apostrophes in possessives and contractions, and parentheses

1.5. use underlining, quotations, or italics to identify titles

Capitalization:

1.6. capitalize names of magazines, newspapers, works of art, musical compositions, names of organizations, and the first word in quotations

Spelling:

1.7. spell correctly roots, inflections, suffixes and prefixes, and syllable constructions

LISTENING AND SPEAKING

1.0. LISTENING AND SPEAKING STRATEGIES: Students listen and respond critically to oral communication. They speak in a manner that guides and informs the listener's understanding of key ideas, using appropriate phrasing, pitch, and modulation.

Comprehension:

1.1. ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings

1.2. summarize major ideas and supporting evidence presented in spoken messages and formal presentations

1.3. identify how language (e.g., sayings, expressions, usages) reflects regions and cultures

1.4. give precise directions and instructions

Organization and Delivery of Oral Communication:

1.5. present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence

1.6. use traditional structures for conveying information (e.g., cause and effect, similarity and difference, and posing and answering a question)

1.7. emphasize points in ways that assist the listener/viewer in following key ideas and concepts

1.8. use details, examples, anecdotes, or experiences to explain or clarify information

1.9. use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning

Analysis and Evaluation of Oral Media Communication:

1.10. evaluate the role of the media in focusing attention on events and in forming opinions on issues

2.0. SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.

Using the Grade 4 speaking strategies outlined in Listening and Speaking Standard 1.0, students:

2.1. make narrative presentations on an incident that

(1) relate ideas, observations, and/or memories

(2) provide context that enables the listener to imagine the circumstances in which the event or experience occurred

(3) provide insight into why the selected incident is memorable

2.2. make informational presentations that

(1) frame a key question

(2) contain facts and details that help listeners focus

(3) incorporate more than one source of information (e.g., speakers, books, newspapers, television, or radio reports)

2.3. deliver oral summaries of articles and books that contain the main ideas of the event/article and the most significant details

2.4. recite brief poems (i.e., two or three stanzas), brief soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing

The South Pasadena Language Arts Content Standards

GRADE 5

READING

1.0. WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:
Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, both to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.

Word Recognition:

1.1. read narrative and expository text aloud with fluency and accuracy, and with appropriate pacing, intonation, and expression

Vocabulary and Concept Development:

1.2. use word origins to determine the meaning of unknown words

1.3. understand and explain frequently used synonyms, antonyms, and homographs

1.4. know abstract, derived roots and affixes from Greek and Latin, and use this knowledge to analyze the meaning of complex words (e.g., controversial)

1.5. understand and explain the figurative and metaphorical use of words in context

2.0. READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS):
Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of text, and they relate text structure, organization, and purpose. The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*. In addition, by grade 8, students read one million words annually on their own, including a good representation of narrative (i.e., classic and contemporary literature) and expository (e.g., magazines, newspapers, on-line information) text appropriate for each grade.

Structural Features of Informational Materials:

2.1. understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable

2.2. analyze text which is organized in sequential or chronological order

Comprehension and Analysis of Grade-Level-Appropriate Text:

2.3. discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas

2.4. draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge

Expository Critique:

2.5. distinguish among facts, supported inferences, and opinions in text

3.0 LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of world literature, particularly American and British literature. They clarify the ideas and connect them to other literary works. The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*.

Structural Features of Literature:

3.1. identify and analyze the characteristics of poetry, drama, fiction, and non-fiction as literary forms chosen by an author for a specific purpose

Narrative Analysis of Grade-Level-Appropriate Text:

3.2. identify the main problem or conflict of the plot and how it is resolved

3.3. contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme (e.g., loyalty, selfishness, conscientiousness)

3.4. understand that theme refers to the meaning or moral of a selection, and recognize themes whether implied or stated directly in sample works

3.5. describe the function and effect of key literary devices (e.g., imagery, metaphor, symbolism)

Literary Criticism:

3.6. evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures (Reader Response)

3.7. 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) (Reader Response)

WRITING

1.0 WRITING STRATEGIES: Students write clear, coherent, and focused essays. Writing exhibits awareness of audience and purpose. Essays contain formal introductions, bodies of supporting evidence, and conclusions. Students successfully use the stages of the writing process, as needed.

Organization and Focus:

1.1 create a multiple-paragraph narrative composition that

(1) establishes and develops a situation or plot

(2) describes the setting

(3) presents an ending

1.2. create a multiple-paragraph expository composition that

(1) establishes a topic, key ideas, or events in sequence and/or chronological order

(2) provides details and transitional expressions which link paragraph to paragraph in a clear line of thought

(3) offers a concluding paragraph that summarizes the key ideas and details

Research and Technology:

1.3. use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information

1.4. create simple documents using electronic media, employing organizational features (e.g., passwords, entry and pull-down menus, word searches, thesaurus, spell checks)

1.5. use a thesaurus to identify alternative word choices and meanings

Revising and Evaluating Writing:

1.6. edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences

2.0. WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): Students write narrative, expository, persuasive, and descriptive text of at least 500 to 700 words. Student writing demonstrates a command of standard English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the Grade 5 writing strategies outlined in Writing Standard 1.0, students:

2.1. write narratives that

(1) establish plot, point of view, setting, and/or conflict

(2) show rather than tell the events of the story

2.2. write responses to literature that

(1) demonstrate an understanding of a literary work

(2) support judgments through references both to the text and to prior knowledge

(3) develop interpretations that exhibit careful reading and understanding

2.3. write research reports about key ideas, issues, or events that

(1) frame questions that direct the investigation

(2) establish a controlling idea/topic

(3) develop the topic with simple facts, details, examples and explanations

2.4. write persuasive letters or compositions that

(1) state clear position in support of proposal

(2) support position with relevant evidence

(3) follow simple organization pattern

(4) address reader concerns

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

English Language Conventions are integral both to Writing and to Listening and Speaking. Thus, these standards have been placed between the other two

1.0. WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions that are appropriate to each grade level.

Sentence Structure:

1.1. identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to elaborate ideas

Grammar:

1.2. identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise); modifiers; and normative, objective, and possessive pronouns

Punctuation:

1.3. use colon to separate hours and minutes and to introduce a list; use quotation marks around exact words of speaker and names of poems, songs, short stories, etc.

Capitalization:

1.4. use correct capitalization

Spelling:

1.5. spell roots, suffixes, prefixes, contractions, and syllable constructions correctly

LISTENING AND SPEAKING

1.0. LISTENING AND SPEAKING STRATEGIES: Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Comprehension:

- 1.1. ask questions that seek information not already discussed
- 1.2. interpret speaker's verbal and non-verbal messages, purposes, and perspectives
- 1.3. make inferences or draw conclusions based on an oral report

Organization and Delivery of Oral Communication:

- 1.4. select a focus, organizational structure, and point of view for oral presentation
- 1.5. clarify and support spoken ideas with evidence and examples
- 1.6. engage audience with appropriate verbal cues, facial expressions, and gestures

Analysis and Evaluation of Oral and Media Communications:

- 1.7. identify, analyze, and critique the persuasive techniques (e.g., promises, dares and flattery, glittering generalities), and identify any logical fallacies used in oral presentations and media messages
- 1.8. analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture

2.0. SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): Students deliver well-organized formal presentations employing traditional rhetorical strategies (i.e., narration, exposition, persuasion, and description). Student speaking demonstrates a command of standard English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the Grade 5 speaking strategies outlined in Listening and Speaking Standard 1.0, students:

- 2.1. deliver narrative presentations that
 - (1) establish a situation, plot, point of view, and setting with descriptive words and phrases
 - (3) show rather than tell the listener what happens
- 2.2. deliver informative presentations about a key idea, issue, or event that
 - (1) frame questions to direct the investigation
 - (2) establish a controlling idea/topic

(3) develop the topic with simple facts, details, examples and explanations

2.3. deliver oral responses to literature that

(1) summarize significant events and details

(2) provide several clear ideas or images

(3) use examples and/or textual evidence