

ENCINITAS UNION SCHOOL DISTRICT
FIRST GRADE ENGLISH LANGUAGE ARTS PACING GUIDE

ENGLISH LANGUAGE ARTS STANDARDS ASSESSED
ON DISTRICT BENCHMARK ASSESSMENT
Trimester 3

READING	
⊙ 1.4	Distinguish initial, medial, and final sounds in single-syllable words.
⊙ 1.6	Create and state a series of rhyming words, including consonant blends.
⊙ 1.7	Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i> ; <i>pan</i> to <i>an</i>).
⊙ 1.12	Use knowledge of vowel digraphs and <i>r</i> -controlled letter-sound associations to read words.
⊙ 1.13	Read compound words and contractions.
⊙ 1.14	Read inflectional forms (e.g., <i>-s</i> , <i>-ed</i> , <i>-ing</i>) and root words (e.g., <i>look</i> , <i>looked</i> , <i>looking</i>).
⊙ 2.7	Retell the central ideas of simple expository or narrative passages.
WRITING	
⊙ 2.2	Write brief expository descriptions of a real object, person, place, or event, using sensory details.
WRITTEN and ORAL LANGUAGE CONVENTIONS	
⊙ 1.2	Identify and correctly use singular and plural nouns.
⊙ 1.3	Identify and correctly use contractions (e.g., <i>isn't</i> , <i>aren't</i> , <i>can't</i> , <i>won't</i>) and singular possessive pronouns (e.g., <i>my/ mine</i> , <i>his/ her</i> , <i>hers</i> , <i>your/s</i>) in writing and speaking.
LISTENING and SPEAKING	
NONE	

Note: Standards assessed through other means are listed on the individual pages of the pacing guide.

⊙ Essential standard

⌘ Standard is assessed at a different level of understanding in each trimester

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ENCINITAS UNION SCHOOL DISTRICT
SECOND GRADE ENGLISH LANGUAGE ARTS PACING GUIDE

ENGLISH LANGUAGE ARTS STANDARDS ASSESSED
ON DISTRICT BENCHMARK ASSESSMENT
Trimester 3

READING	
⊙ 1.4	Recognize common abbreviations (e.g., <i>Jan.</i> , <i>Sun.</i> , <i>Mr.</i> , <i>St.</i>).
⊙ 1.9	Know the meaning of simple prefixes and suffixes (e.g., <i>over-</i> , <i>un-</i> , <i>-ing</i> , <i>-ly</i>).
⊙ 2.1	Use titles, tables of contents, and chapter headings to locate information in expository text.
⊙ 2.8	Follow two-step written instructions.
⊙ 3.1	Compare and contrast plots, settings, and characters presented by different authors.
⊙ 3.4	Identify the use of rhythm, rhyme, and alliteration in poetry.
WRITING	
⊙ 1.4	Revise original drafts to improve sequence and provide more descriptive detail.
⊙ 2.2	Write a friendly letter complete with the date, salutation, body, closing, and signature.
WRITTEN and ORAL LANGUAGE CONVENTIONS	
⊙ 1.4	Use commas in the greeting and closure of a letter and with dates and items in a series.
⊙ 1.5	Use quotation marks correctly.
⊙ 1.8	Spell basic short-vowel, long-vowel, <i>r</i> -controlled, and consonant-blend patterns correctly.
LISTENING and SPEAKING	
NONE	

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ENCINITAS UNION SCHOOL DISTRICT
THIRD GRADE ENGLISH LANGUAGE ARTS PACING GUIDE

ENGLISH LANGUAGE ARTS STANDARDS ASSESSED ON DISTRICT BENCHMARK ASSESSMENT
Trimester 3

READING	
⊙ 1.5	Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (eg., dog/mammal/animal/living things).
⊙ 1.7	Use a dictionary to identify multiple word meaning/parts of speech correctly.
⊙ 2.2	Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.
⊙ 2.6	Extract appropriate and significant information from the text, including problems and solutions.
⊙ 3.3	Determine what characters are like by what they say or do and by how the author or illustrator portrays them.
WRITING	
⊙ 1.4	Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.
⊙ 2.2	Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.
WRITTEN and ORAL LANGUAGE CONVENTIONS	
⊙ ℞1.2	Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words and articles correctly in writing and speaking. [<i>for 3rd trimester: Identify and use subject verb agreement and pronouns correctly.</i>]
⊙ 1.5	Punctuate dates, city and state, and titles of books correctly.
LISTENING and SPEAKING	
NONE	

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ENCINITAS UNION SCHOOL DISTRICT
FOURTH GRADE ENGLISH LANGUAGE ARTS PACING GUIDE

ENGLISH LANGUAGE ARTS STANDARDS ASSESSED ON DISTRICT BENCHMARK ASSESSMENT

Trimester 3 –Page 1

READING	
⊙ 1.4	Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international).
⊙ 2.1	Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.
⊙ 2.2	Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).
⊙ 2.3	Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words and foreshadowing clues.
⊙ 2.7	Follow multiple-step instructions in a basic technical manual (e.g. how to use computer commands or video games).
⊙ 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).

⊙ **Essential standard**

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ENCINITAS UNION SCHOOL DISTRICT
FOURTH GRADE ENGLISH LANGUAGE ARTS PACING GUIDE

ENGLISH LANGUAGE ARTS STANDARDS ASSESSED ON DISTRICT BENCHMARK ASSESSMENT

Trimester 3 – Page 2

WRITING	
◎ 1.1	Select a focus, an organizational structure, and a point of view based upon purpose, audience, length and format requirements.
◎ 1.2	Create multiple-paragraph compositions that 1) provide an introductory paragraph, 2) establish and support a central idea with a topic sentence at or near the beginning of the first paragraph, 3) include supporting paragraphs with simple facts, details, and explanations, 4) conclude with a paragraph that summarizes the points, 5) use correct indention*.
◎ 1.5	Quote or paraphrase information sources, citing them appropriately.
◎ 1.10	Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.
◎ 2.1	Write narratives that: 1) relate ideas, observations, or recollections of an event or experience; 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 the selected event or experience is memorable.
◎ 2.4	Write summaries that contain the main ideas of the reading selection and the most significant details.
WRITTEN and ORAL LANGUAGE CONVENTIONS	
◎ 1.3	Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.
LISTENING and SPEAKING	
NONE	

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◎ Essential standard

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**ENCINITAS UNION SCHOOL DISTRICT
FIFTH GRADE ENGLISH LANGUAGE ARTS PACING GUIDE**

ENGLISH LANGUAGE ARTS STANDARDS ASSESSED ON DISTRICT BENCHMARK ASSESSMENT

Trimester 3

READING	
⊙ 1.3	Understand and explain frequently used synonyms, antonyms and homographs.
⊙ 1.5	Understand and explain the figurative and metaphorical use of words in context.
⊙ 3.3	Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters of a work of fiction and discuss the importance of the contrasts to the plot or theme.
⊙ 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.
⊙ 3.7	Evaluate the author’s use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers’ perspectives.
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.
⊙ 2.4	Write persuasive letters or compositions that: 1) state a clear position in support of a proposal; 2) support a position with relevant evidence; 3) follow a simple organizational pattern; 4) address reader concerns.
WRITTEN and ORAL LANGUAGE CONVENTIONS	
⊙ 1.2	Identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise), modifiers, and pronouns.
⊙ 1.3	Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.
LISTENING and SPEAKING	
NONE	

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ENCINITAS UNION SCHOOL DISTRICT
SIXTH GRADE ENGLISH LANGUAGE ARTS PACING GUIDE

ENGLISH LANGUAGE ARTS STANDARDS ASSESSED
ON DISTRICT BENCHMARK ASSESSMENT

Trimester 3

Page 1 of 2

READING	
⊙ 1.2	Identify and interpret figurative language and words with multiple meanings.
⊙ 1.3	Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
⊙ 1.4	Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.
⊙ 2.1	Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.
⊙ 2.3	Connect and clarify main ideas by identifying their relationships to other sources and related topics.
⊙ 2.4	Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.
⊙ 2.6	Determine the adequacy and appropriateness of the evidence for an author's conclusions.
⊙ 3.1	Identify the forms of fiction and describe the major characteristics of each form.
⊙ 3.2	Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.
⊙ 3.3	Analyze the influence of setting on the problem and its resolution.

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**ENGLISH LANGUAGE ARTS STANDARDS ASSESSED
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Trimester 3

Page 2 of 2

WRITING	
⊙ 1.2	Create multiple-paragraph expository compositions: <ul style="list-style-type: none"> a. Engage the interest of the reader and state a clear purpose. b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader. c. Conclude with a detailed summary linked to the purpose of the composition.
⊙ 1.6	Revise writing to improve the organization and consistency of ideas within and between paragraphs.
WRITTEN and ORAL LANGUAGE CONVENTIONS	
⊙ 1.1	Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.
⊙ 1.2	Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.
⊙ 1.3	Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.
⊙ 1.5	Spell frequently misspelled words correctly (e.g., <i>their, they're, there</i>).
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