



Beverly Hills  
Unified School District  
CREATING A WORLD CLASS EDUCATION

BEVERLY HILLS HIGH SCHOOL • HORACE MANN • BEVERLY VISTA • HAWTHORNE • EL RODEO

# **CURRICULUM OVERVIEW**

## **K-8 ENGLISH LANGUAGE ARTS**

**2015-16**

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**K-12 ENGLISH LANGUAGE ARTS**

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**BEVERLY HILLS UNIFIED SCHOOL DISTRICT  
CURRICULUM OVERVIEW  
K-8 LANGUAGE ARTS**

**MISSION STATEMENT**

This mission statement expresses the purpose for which our school district exists and the specific functions it performs as an organization.

*The mission of Beverly Hills Unified School District is to inspire and empower each student to achieve academic excellence, embrace social and individual responsibility, and lead with integrity. To these ends, Beverly Hills Unified School District provides dynamic and enriching educational opportunities, collaborative community partnerships, and challenging and supportive learning environments.*

**“THE BEVERLY HILLS WAY”  
Student Responsibility and Character Development**

Character education is a national movement to create schools that foster ethical, responsible and caring young people by modeling and teaching good character. The emphasis is on common values such as respect, responsibility, integrity, caring and citizenship. The goal is to help students develop socially, ethically and academically by infusing character development into every aspect of the school culture and curriculum.

**RESPECT**

Respect is an attitude of holding people in high regard and treating them with dignity.

\*

**RESPONSIBILITY**

Responsibility is being reliable, self-disciplined and accountable for my actions.

\*

**INTEGRITY**

Integrity is strength of character and action

\*

**CARING**

Caring is showing empathy, compassion, kindness, appreciation and helpfulness.

\*

**CITIZENSHIP**

Citizenship is doing my share to make my school and community better.

\*

## HOMEWORK

The Governing Board recognizes that homework contributes to building responsibility, self-discipline and life-long learning habits, and that time spent on homework directly influences a student's ability to meet the district's academic standards. The Board expects students, parents/guardians and staff to view homework as a routine and important part of the student's daily life.

Homework at the Middle School level will be assigned according to the established Beverly Hills Unified School District Board of Education Policy and Administrative Regulations. The policy regarding middle school homework follows.

Students at the Middle School (grades 6-8) can be expected to be assigned homework five (5) days per week using the following suggested time guidelines:

6 <sup>th</sup> Grade	90 minutes per night =	450 minutes per week
7 <sup>th</sup> Grade	120 minutes per night =	600 minutes per week
8 <sup>th</sup> Grade	120 minutes per night =	600 minutes per week

- If a student is in Honors English or Mathematics an additional 30 minutes per subject area may be added per night.
- If long-term assignments are assigned, they will be figured into the weekly allotment of homework time.
- All homework will be checked and evaluated.
- *Students in grades 6-8 are expected to read thirty (30) minutes per night in addition to their regular homework assignments.*

## Introduction

This overview of the state standards gives parents an introduction to California's Common Core Standards and a summary of what students are expected to learn as they advance from kindergarten through grade 8. The standards are designed to reflect the knowledge and skills that our young people need for success in college and careers. A common set of learning goals helps teachers and parents ensure students are challenged and making appropriate progress.

### Why Common Core Standards?

California educators have joined a national movement to adopt common standards and assessments for English language arts and mathematics. Currently, standards for what students should know and be able to do vary among states, as does the difficulty of the assessments used to determine whether students are meeting those standards. Common standards allow for collaboration among states on best practices and professional development.

Common learning goals provide a clear vision of what educators and parents in all states should aim for. These learning goals help ensure that students meet college and work expectations, are prepared to succeed in a global economy and society, and are provided with rigorous content and application of higher knowledge thinking. Benchmarked against international standards, the Common Core Standards assist students in their preparation to complete the requirements for enrollment at a California public university.

### **California's Adoption of Common Core Standards**

Adopted in California in August 2010, the K-12 Common Core State Standards were developed through a state-led effort to establish consistent and clear education standards for English language arts and mathematics. The initiative was launched by and supported by the Council of Chief State School Officers and the National Governors Association. In the Common Core Standard adoption process, California added supporting standards to complete the unique picture necessary for California students.

The Common Core also added strength to the existing California standards by including additional standards for vocabulary and new standards for collaborative discussions. Literacy standards that focus on reading and writing instruction during history/social studies, science, and technology also were included. In mathematics, standards were added to demonstrate a stronger emphasis on number sense and algebraic thinking. Implementation of the Common Core in California's schools will occur in stages over the next few years.

### **Organization of Standards**

This handbook organizes information about the standards for English language arts for each grade level or subject course from kindergarten through 8th grade. Each grade level provides a content overview and a summary of skills developed at that level.

In English language arts, California Common Core Standards are organized into the following four groups: (1) reading, (2) writing, (3) speaking and listening, and (4) language.

## Grade K Overview | English Language Arts

Kindergarten students work with prompting and support to interact with literature or informational text by asking and answering questions and identifying details and main events. Students know and can name all letters, and they can print many letters. They can read common words and draw, tell or write about a book.

### Reading

With prompting and support:

- Ask and answer questions about a reading selection
- Identify characters, setting, and main events in a story
- Retell stories, including details



### Reading: Foundational Skills

- Understand basic print features
  - Left to right
  - Top to bottom
  - Page by page
- Recognize and name all uppercase and lowercase letters
- Recognize that spoken words are made up of syllables and sounds
- Recognize and produce rhyming words
- Blend two or three sounds together to make a recognizable word
- Use phonics when reading words
- Say the most frequent sounds for each consonant and vowel
- Read common high-frequency words by sight
  - The, of, to, you, is

### Writing

- Draw, tell, or write about a book
- Draw, tell, or write about events in the order they happened

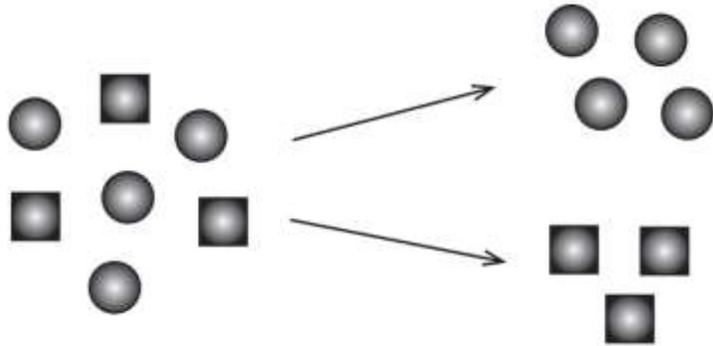
### Speaking and Listening

- Participate in discussions
  - Listen to others
  - Take turns speaking
- Follow oral directions
- Ask and answer questions
- Describe people, places, things, and events, providing detail

### Language

- Print many uppercase and lowercase letters
- Use capitalization, punctuation, and spelling
- Identify new meanings for familiar words
  - Knowing *duck* is a bird, and learning the verb form of *to duck*

- Sort common objects into categories
  - Shapes, food



## Grade 1 Overview | English Language Arts

First grade students independently interact with literature or informational text by asking and answering questions and identifying details and main events. They can read aloud accurately and with expression. First grade students can print all letters and can write about events, topics, and opinions.

### Reading

- Ask and answer questions about details in a reading selection
- Retell stories, including details
- Explain the differences between books that tell stories and books that give information
- With prompting and support, read first grade informational texts

### Reading: Foundational Skills

- Understand the organization and basic features of print
  - Left to right
  - Top to bottom
  - Page by page
- Recognize features of a sentence
  - Capitalization
  - Ending punctuation
- Understand spoken words, syllables, and sounds
- Understand phonics and word analysis
  - Know that every syllable must have a vowel sound
- Read regularly spelled one- and two-syllable words
- Read aloud with accuracy and expression

### Writing

- Write opinion pieces that include an opinion and the reason for the opinion
- Write informative pieces that name a topic, supply facts, and provide closure
- Write narratives about two or more events in the correct order; include details

### Speaking and Listening

- Follow rules for discussions by building on what others are saying and by asking questions
- Follow simple two-step directions
- Speak in complete sentences

### Language

- Use correct grammar
- Print all uppercase and lowercase letters
- Use correct capitalization, punctuation, and spelling
- Determine meaning of unknown words by looking at parts of the word and other words in the sentence
- Sort words into categories and define words by key attributes
  - A tiger is a large cat with stripes



## Grade 2 Overview | English Language Arts

Second grade students accurately read and understand literature and informational text. They use correct grammar, capitalization, punctuation, and spelling. They can plan and deliver a presentation about a story or experience.

### Reading

- Retell folktales, including a central lesson
- Explain how the author uses reasons to support specific points in a text
- Identify the main topic and focus
- Read and understand literature and informational texts

### Reading: Foundational Skills

- Know and use phonics and word analysis skills
  - Read words with common prefixes and suffixes (e.g., *re\_*, *un\_*, *\_less*)
- Distinguish long and short vowels
- Read regularly spelled two-syllable words with long vowels
- Read accurately and with understanding

### Writing

- Write opinion pieces that connect the opinion and reasons using linking words
  - Because, and, also
- Write informative pieces that provide a topic, facts, definitions, and a conclusion
- Write narrative pieces that include details to describe actions, thoughts, and feelings
- Produce writing that is developed, focused, and organized
- Write routinely over extended time frames and shorter time frames

### Speaking and Listening

- Participate in conversations with peers and adults in small and larger groups
- Recall and describe key ideas and details from something read aloud
- Give and follow three- and four-step oral directions
- Plan and deliver a presentation about a story or experience

### Language

- Use correct grammar
- Create readable documents with legible print
- Use correct capitalization, punctuation, and spelling
- Use a variety of methods to determine word meaning
- Use individual words to determine the meaning of compound words, which are two words joined to form a new word





## Grade 3 Overview | English Language Arts

Third grade students interact with literature and informational text by comparing and contrasting stories, discussing a point of view and comparing it with the author's, and describing a series of events, ideas, or concepts. Along with their reading, third grade writing is more sophisticated. Students produce developed, focused, organized, and edited work. In writing informational pieces, they include charts or graphs and supply facts.

### Reading

- Describe how characters' actions contribute to the events
- Compare and contrast stories
- Independently read and understand grade-level literature
- Describe a series of events, ideas, or concepts
- Discuss a point of view and compare it to that of the author

### Reading: Foundational Skills

- Use grade-level phonics and word analysis skills
  - Read words with multiple syllables, e.g., mosquito, puppeteer
- Know the meanings of most common prefixes and suffixes
- Read accurately and with understanding

### Writing

- Write opinion pieces that include a chart or graph and list reasons that support the opinion
- Write informative pieces that name the topic, supply facts, and use linking words and phrases
- Write narrative pieces that introduce a narrator and characters, and write about what the characters say, think, and feel
- Produce writing that is developed, focused, organized, and edited

### Speaking and Listening

- Follow rules for discussions by building on what others are saying
- Recall ideas and details from something read aloud
- Plan and deliver an informative presentation
- Speak clearly and in complete sentences

### Language

- Use correct grammar
- Write legibly in cursive or joined italics; use margins and spacing
- Choose words and phrases for effect
- Use a variety of sentence types
- Capitalize appropriate words
- Correctly add suffixes to base words
  - Sitting, smiled, cries
- Recognize the differences between spoken and written standard English

## Grade 4 Overview | English Language Arts

Fourth grade students read longer words and use roots, prefixes, and suffixes to determine the meanings of unknown words. They use details and examples in the text to determine the main idea and describe a character, setting, or event. Students produce writing that is developed, focused, organized, and edited. They group related ideas in paragraphs and sections, and provide a conclusion. Fourth grade students know when to use formal English, and when informal English is appropriate.

### Reading

- Use details and examples in the text to determine the main idea and describe a character, setting, or event
- Use first person (e.g., *I said*) and third person (e.g., *She said*) narrative styles
- Read and understand literature and informational texts

### Reading: Foundational Skills

- Use grade-level phonics and word analysis skills
  - Roots, prefixes, and suffixes
- Read words with multiple syllables
- Read with accuracy and understanding

### Writing

- Write opinion pieces that include a conclusion related to the opinion
- Write informative pieces that group related ideas in paragraphs and sections, and provide a conclusion
- Write narratives that introduce a narrator and characters; write about what the characters say, feel, and think; use sensory details
  - Sight, sound, scent
- Produce writing that is developed, focused, organized, and edited
- Write a short research piece

### Speaking and Listening

- Participate in discussions, carrying out assigned roles
- Paraphrase portions of information presented aloud
- Plan and deliver a presentation based on a personal experience
- Speak clearly, in complete sentences, and at an appropriate pace

### Language

- Use correct grammar
- Use complete sentences
- Correctly use frequently confused words
  - To, two, too
  - There, their, they're
- Use correct capitalization, punctuation, and spelling
- Spell grade-level words correctly
- Know when to use formal English and when informal English is appropriate

## Grade 5 Overview | English Language Arts

Fifth grade students build on their ability to read longer words, using roots, prefixes, and suffixes to determine the meaning of unknown words. Students explain how an author supports points in a text. They use quotes accurately when referring to the text. Students keep the audience in mind and include a clear sequence of events when writing. Students listen to a speaker or media source and identify reasons and evidence provided to support particular points. They identify and discuss misleading ideas.

### Reading

- Quote accurately when referring to text
- Determine the main ideas and summarize the text
- Compare and contrast texts
- Explain how an author uses reason or evidence to support points in a text

### Reading: Foundational Skills

- Use grade-level phonics and word analysis skills
  - Roots, prefixes, and suffixes
- Read with accuracy and fluency

### Writing

- Write opinion pieces that support a point of view with reasons and information
- Write informative texts that share ideas and information
- Write narratives that use related descriptive details and a clear sequences of events
- Write clearly and with a purpose; keep the audience in mind
- Use technology to publish writing; type two pages in a single sitting

### Speaking and Listening

- Summarize information presented
- Identify reasons and evidence a speaker or media source provides to support particular points
- Identify and discuss misleading ideas
- Plan and deliver a speech
- Deliver a memorized poem or section of a speech
- Use expression and gestures

### Language

- Use correct grammar
- Use verb tenses correctly
  - Yesterday I *walked*
  - Today I *walk*
  - Tomorrow I *will walk*
- Use correct capitalization, punctuation, and spelling
- Use punctuation to separate items in a series/list
- Use underlining, quotation marks, or italics in a title
- Vary sentence length and style
- Compare and contrast styles used in literature
- Use a variety of methods to determine the meaning of an unknown word

## Grade 6 Overview | English Language Arts

Sixth grade students provide a summary of reading without personal opinions or judgments. They write a variety of pieces, including research projects, and use technology to publish the work. When presenting, students place descriptions, facts, and details in a logical order.

### Reading

- Determine main idea and supporting details
- Provide a summary without personal opinions or judgments
- Determine how the structure of a text contributes to the main idea
- Determine an author's point of view
- Explain how the point of view of the narrator or speaker is developed
- Distinguish among fact, opinion, reasoned judgment, and speculation in a text
- Read and understand grade-level literary and nonfiction texts

### Writing

- Write arguments to support claims with clear reasons and relevant evidence
- Write informative texts that examine a topic and convey ideas
- Write narratives that include relevant descriptive details and well-structured event sequences
- Conduct short research projects and refocus the inquiry as needed
- Use technology to produce and publish writing; type three pages in a single sitting

### Speaking and Listening

- Participate in discussions, both one-on-one and with a group
- Find claims supported by reasons and evidence in a speaker's argument
- Plan and deliver an informative presentation
- Place descriptions, facts, and details in a logical order when presenting

### Language

- Use correct grammar and language
- Use correct capitalization, punctuation, and spelling
- Use a variety of methods to determine the meaning of unknown words
- Distinguish among words with similar meanings
  - Stingy, economical, thrifty

## Grade 7 Overview | English Language Arts

Seventh grade students read and understand grade-level nonfiction literature. They compare and contrast fictional and historical accounts. Students write a variety of pieces, creating organized arguments to support claims. When writing research projects, students collect additional questions for further research. They use eye contact, appropriate volume, and clear pronunciation when presenting.

### Reading

- Explain what the text says and draw conclusions
- Determine the main ideas of a text and how they develop
- Analyze how the elements or setting of a story shape the plot
- Analyze how an author develops and contrasts his or her own point of view with those of characters or the narrator
- Analyze the structure of text
  - Graphics, headers, and captions
- Compare and contrast fictional and historical accounts
- Assess the extent to which the reasoning and evidence in a text support the author's claims
- Read and understand grade-level literary and nonfiction texts

### Writing

- Write arguments to support claims with clear reasons and relevant evidence
- Write informative texts that examine a topic and convey ideas
- Write narratives that include relevant descriptive details and well-structured event sequences
- Conduct research projects and demonstrate an understanding of the subject under investigation
- Use technology to produce and publish writing; include references and links to sources

### Speaking and Listening

- Participate in discussions, both one-on-one and with a group
- Evaluate the reasoning and relevance of evidence made in a speaker's argument
- Plan and present an argument
- Use eye contact, appropriate volume, and clear pronunciation when presenting

### Language

- Use correct grammar and language
- Use correct capitalization, punctuation, and spelling
- Use a variety of methods to determine the meaning of unknown words
- Use relationships between words to better understand words
  - Synonym: a word that means the same
  - Antonym: a word that means the opposite

## Grade 8 Overview | English Language Arts

Eighth grade students interact a great deal with literature and informational text. They use evidence from selections to analyze characters' points of view and how the author uses dialogue. Students cite textual evidence to support their analysis of text and identify how the structure contributes to the meaning and style of each text. In writing, students show relationships among experiences and events.

### Reading

- Use evidence when drawing conclusions from the reading
- Determine a theme and its relationship to the characters, setting, and plot
- Analyze how dialogue affects the outcome of a text
- Identify how the structure contributes to the meaning and style of each text
- Analyze how the points of view of the characters and the reader create effects such as suspense or humor
- Determine an author's response to conflicting viewpoints
- Evaluate an author's premises or hypotheses by corroborating or challenging conclusions with other sources of information
- Read and understand grade-level literary and nonfiction texts

### Writing

- Write arguments to support claims with clear reasons and relevant evidence
- Write informative texts that examine a topic and convey ideas
- Write narratives that show the relationships among experiences and events
- Conduct research projects and demonstrate an understanding of the subject under investigation
- Use technology to produce and publish writing and present relationships between information and ideas

### Speaking and Listening

- Participate in discussions, one-on-one and with a group
- Identify when irrelevant evidence is used in a speaker's claim
- Plan and present a narrative
- Use eye contact, appropriate volume, and clear pronunciation when presenting

### Language

- Use correct grammar and language
- Use correct capitalization, punctuation, and spelling
- Use a variety of methods to determine the meaning of unknown words
- Interpret figures of speech
  - Verbal irony
  - Puns



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