

Lompoc Unified School District  
**California Language Arts Standards**  
 K-8 Intervention Focus Standards (IFS)

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 School: \_\_\_\_\_ Grade: \_\_\_\_\_ Room: \_\_\_\_\_

**Intervention Focus - Strand #1:**  
**Reading - Word Analysis, Fluency, and Systematic Vocabulary Development**

**Kindergarten Standards - Word Analysis, Fluency,  
 and Systematic Vocabulary Development**  
*1.0 Students know about letters, words and sounds. They apply this knowledge to read simple sentences.*

Grade	Benchmark	Verify Date	Verify Date	Verify Date
<b>Concepts About Print</b>				
K	1.1 Identify the front cover, back cover, and title page of a book.			
K	1.2 Follow words from left to right and from top to bottom on the printed page.			
K	1.6 Recognize and name all uppercase and lowercase letters of the alphabet.			

<b>Phonemic Awareness</b>				
K	1.8 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/)			
K	1.9 Blend vowel-consonant sounds orally to make words or syllables.			
K	1.10 Identify and produce rhyming words in response to an oral prompt.			

<b>Decoding and Word Recognition</b>				
K	1.15 Read simple one-syllable and high-frequency words (e.g., sight words).			

**1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> Grade Standards - Word Analysis, Fluency,  
 and Systematic Vocabulary Development**  
*1.0 Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.*

<b>Concepts About Print</b>				
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1	1.3	Identify letters, words and sentences.			
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Grade	Benchmark		Verify Date	Verify Date	Verify Date
<b>Phonemic Awareness</b>					
1	1.4	Distinguish initial, medial and final sounds in single-syllable words.			
1	1.5	Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite)			
1	1.7	Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).			
1	1.8	Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat)			
<b>Decoding and Word Recognition</b>					
1	1.11	Read common, irregular sight words (e.g., the, have, said, come, give, of, etc.)			
2	1.1	Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.			
3	1.3	Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation and expression.			
4	1.1	Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation and expression.			
<b>Vocabulary and Concept Development</b>					
2	1.9	Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).			
3	1.4	Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.			
3	1.6	Use sentence and word context to find the meaning of unknown words.			
3	1.8	Use knowledge of prefixes (un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.			
4	1.6	Distinguish and interpret words with multiple meanings			

**5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> Grade Standards - Word Analysis, Fluency, and Systematic Vocabulary Development**

**1.0 Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.**

5 & 6	1.1	Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation and expression.			
6	1.4	Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.			

<b>Grade</b>	<b>Benchmark</b>		<b>Verify Date</b>	<b>Verify Date</b>	<b>Verify Date</b>
7	1.3	Clarify word meanings through the use of definition, example, restatement or contrast.			
8	1.1	Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meaning of phrases.			

**Intervention Focus - Strand #2: Reading Comprehension**

**Kindergarten Standards - Reading Comprehension**

**2.0 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 new information to what is already known).**

Grade	Benchmark		Verify Date	Verify Date	Verify Date
K	2.2	Use pictures and context to make predictions about story content.			

**1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> Grade Standards - Reading Comprehension**

**2.0 Students read and understand grade-level appropriate materials. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).**

1	2.2	Respond to who, what when, where and how questions.			
1	2.7	Retell the central ideas of simple expository or narrative passages.			
2	2.6	Recognize cause-and-effect relationships in a text.			
2	2.7	Interpret information from diagrams, charts, and graphs.			
2	2.8	Follow two-step written instructions.			
3	2.1	Use titles, table of contents, chapter headings, glossaries, and indexes to locate information in the text.			
3	2.5	Distinguish the main idea and supporting details in expository text.			
4	2.6	Distinguish between cause and effect and between fact and opinion in expository text.			

**5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> Grade Standards - Reading Comprehension**

**2.0 Students read and understand grade-level appropriate materials. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization and purpose.**

5	2.4	Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.			
5	2.5	Distinguish facts, supported inferences, and opinions in text.			

6	2.1	Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.			
6	2.4	Clarify an understanding of texts by creating outlines, logical notes, summaries or reports.			
6	2.5	Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership, etc.)			
6	2.7	Make reasonable assertions about a text through accurate, supporting citations.			
<b>Grade</b>	<b>Benchmark</b>		<b>Verify Date</b>	<b>Verify Date</b>	<b>Verify Date</b>
7	2.4	Identify and trace the development of an author's argument, point of view, or perspective in text.			
7	2.5	Understand and explain the use of a simple mechanical device by following technical directions.			
7	2.6	Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting stances of bias and stereotyping.			
8	2.1	Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).			
8	2.4	Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.			

**Intervention Focus - Strand #3: Literary Response and Analysis**

**Kindergarten Standards - Literary Response and Analysis**  
**3.0 Students listen and respond to stories based on well-known characters, themes, plots, and settings.**

Grade	Benchmark		Verify Date	Verify Date	Verify Date
K	3.1	Distinguish fantasy from realistic text.			

**1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> Grade Standards - Literary Response and Analysis**  
**3.0 Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). Narrative analysis of grade-level appropriate text.**

1 & 2	3.1	Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story’s beginning, middle and ending.			
3	3.3	Determine what characters are like by what they say or do and by how the author or illustrator portrays them.			
4	3.2	Identify the main events of the plot, their causes, and the influence of each event on future actions.			

**5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> Grade Standards - Literary Response and Analysis**  
**3.0 Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works.**

5	3.2	Identify the main problem or conflict of the plot and explain how it is resolved.			
5	3.3	Contrast the actions, motives (loyalty, conscientiousness, selfishness) and appearance of characters in a work of fiction; discuss the importance of the contrasts to the plot or theme.			
5	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.			
6	3.1	Identify the forms of fiction and describe the major characteristics of each form.			
6	3.2	Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness, etc.) on the plot and the resolution of the conflict.			
6	3.6	Identify and analyze the features of themes conveyed through characters, actions and images.			
6	3.7	Explain the effects of common literary devices (symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.			

7	3.2	Identify events that advance the plot and determine how each event explains past or present action or foreshadows future action.			
7	3.3	Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and thoughts, words, actions of other characters.			
<b>Grade</b>	<b>Benchmark</b>		<b>Verify Date</b>	<b>Verify Date</b>	<b>Verify Date</b>
7	3.5	Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of work.			
8	3.2	Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.			
8	3.5	Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.			
8	3.7	Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.			

**Intervention Focus - Strand #4: Writing**

**Kindergarten Standards - Writing**

**1.0 Students write words and brief sentences that are legible.**

Grade	Benchmark		Verify Date	Verify Date	Verify Date
K	1.1	Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.			
K	1.2	Write consonant-vowel-consonant words (e.g., demonstrate the alphabetic principle).			
K	1.3	Write by moving from left to right and from top to bottom.			
K	1.4	Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.			

**1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, Grade Standards - Writing**

**1.0 *Writing Strategies:* Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing, successive versions).**

1	1.3	Print legibly and space letters, words, and sentences appropriately.			
2	1.2	Create readable documents with legible handwriting.			
3	1.1	Create a single paragraph: (a) Develop a topic sentence. (b) Include simple supporting facts and details.			
3	1.2	Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.			
3	1.4	Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.			
4	1.2	Create multiple paragraph compositions: (a) Provide an introductory paragraph. (b) Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. (c) Include supporting paragraphs with simple facts, details and explanations. (d) Conclude with a paragraph that summarizes the points. (e) Use correct indentation.			
4	1.4	Write fluidly and legibly in cursive or joined italic.			

**1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> Grade Standards - Writing**

**2.0 Writing Applications: Students write compositions that describe and explain familiar objects, events, and experiences.**

1	2.2	Write brief expository descriptions of a real object, person, place or event, using sensory details.			
2	2.1	Write brief narratives based on their experiences: (a) More through logical sequence of events. (b) Describe the setting, characters, objects, events in detail.			
			<b>Grade</b>	<b>Benchmark</b>	
3	2.1	Write narratives: (a) Provide a context within which an action takes place. (b) Include well-chosen details to develop the plot. (c) Provide insight into why the selected incident is memorable.			
4	2.1	Write narratives: (a) Relate ideas, observations, or recollections of an event or experience. (b) Provide a context to enable the reader to imagine the world of the event of experience. (c) Use concrete sensory details. (d) Provide insight into why the selected event or experience is memorable.			
4	2.2	Write responses to literature: (a) Demonstrate an understanding of the literary work. (b) Support judgments through references to both the text and prior knowledge.			
4	2.4	Write summaries that contain the main ideas of the reading selection and the most significant details.			

**5<sup>th</sup> and 6<sup>th</sup> Grade Standards - Writing**

**1.0 Writing Strategies: Students write clear, coherent and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain format introductions, supporting evidence and conclusions. Students progress through the stages of the writing process as needed.**

5	1.1	Create multiple paragraph narrative compositions: (a) Establish and develop a situation or plot. (b) Describe the setting. (c) Present an ending.			
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5	1.2	Create multiple paragraph expository compositions: (a) Establish a topic, important ideas, or events in sequence or chronological order. (b) Provide details and transitional expressions that link one paragraph to another in a clear line of thought. (c) Offer a concluding paragraph that summarizes important ideas and details.			
5	1.4	Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks).			
6	1.2	Create multiple paragraph expository compositions: (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.			
6	1.6	Revise writing to improve the organization and consistency of ideas within and between paragraphs.			

Grade	Benchmark		Verify Date	Verify Date	Verify Date
6	2.2	Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution): (a) State the thesis or purpose. (b) Explain the situation. (c) Follow an organizational pattern appropriate to the type of composition. (d) Offer persuasive evidence to validate arguments and conclusions as needed.			

**7<sup>th</sup> and 8<sup>th</sup> Grade Standards - Writing**

***1.0 Writing Strategies: Students write clear, coherent and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain format introductions, supporting evidence and conclusions. Students progress through the stages of the writing process as needed.***

7	1.2	Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.			
7	1.3	Use strategies of note taking, outlining and summarizing to impose structure on composition drafts.			
7	1.5	Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.			
7	1.7	Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.			
7	2.2	Write responses to literature: (a) Develop interpretations exhibiting careful reading, understanding and insight (b) Organize interpretations around several clear ideas, premises or images from literary work. (c) Justify interpretations through sustained use of examples and textual evidence.			
7	2.4	Write persuasive compositions: (a) State a clear position or perspective in support of a proposition or proposal. (b) Describe the points in support of the proposition, employing well-articulated evidence. (c) Anticipate and address reader concerns and counter arguments.			
8	1.1	Create compositions that establish a controlling impression, have a coherent thesis and end with a clear and well-supported conclusion.			
8	1.2	Establish coherence within and among paragraphs through effective transitions, parallel structures and similar writing techniques.			
8	1.3	Support thesis or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons and similar devices.			

8	1.6	Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages and ideas.			
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Grade	Benchmark		Verify Date	Verify Date	Verify Date
8	2.1	Write biographies, autobiographies, short stories or narratives: (a) Relate a clear, coherent incident, event, or situation by using well-chosen details. (b) Reveal the significance of, or the writer's attitude about, the subject. (c) Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).			
8	2.5	Write documents related to career development, including simple business letters and job applications: (a) Present information purposefully and succinctly and meet the needs of the intended audience. (b) Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum, etc.).			

**Intervention Focus - Strand #5: Writing**

**K-8 Grade Standards -  
Written and Oral English Language Conventions**  
1.0 Students write and speak with a command of standard English conventions appropriate to their grade level.

Grade	Benchmark		Verify Date	Verify Date	Verify Date
K	1.1	Recognize and use complete, coherent sentences when speaking.			
1	1.1	Write and speak in complete, coherent sentences.			
1	1.7	Capitalize the first word of a sentence, names of people and the pronoun I.			
1	1.8	Spell three- and four-letter short-vowel words and grade-level appropriate sight words correctly.			
2	1.6	Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.			
2	1.7	Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).			
3	1.4	Identify and use subjects and verbs correctly in speaking and writing simple sentences.			
3	1.6	Use commas in dates, locations and addresses and for items in a series.			
4	1.1	Use simple and compound sentences in writing and speaking.			
4	1.3	Identify and use regular and irregular verbs, adverbs, prepositions and coordinating conjunctions in writing and speaking.			
4	1.7	Spell correctly roots, inflections, suffixes and prefixes and syllable constructions.			
5	1.2	Identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise), modifiers and pronouns.			
5	1.5	Spell roots, suffixes, prefixes, contractions and syllable constructions correctly.			
6	1.1	Use simple, compound and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.			
6	1.5	Spell frequently misspelled words correctly (e.g., their, they're, there).			

7	1.1	Place modifiers properly and use the active voice.			
7	1.3	Identify all parts of speech and types and structure of sentences.			
7	1.4	Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).			

Grade	<b>Benchmark</b>		Verify Date	Verify Date	Verify Date
8	1.2	Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.			
8	1.4	Edit written manuscripts to ensure that correct grammar is used.			

**Intervention Focus - Strand #6: Listening and Speaking**

**Kindergarten Standards - Listening and Speaking**

***1.0 Students listen and respond to oral communication. They speak in clear and coherent sentences.***

Grade	Benchmark		Verify Date	Verify Date	Verify Date
K	1.1	Understand and follow one and two step oral directions.			

**1<sup>st</sup> Grade Standards - Listening and Speaking**

***1.0 Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch and modulation.***

Grade	Benchmark		Verify Date	Verify Date	Verify Date

**2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> Grade Standards - Listening and Speaking**

***1.0 Listening and Speaking Strategies: Student listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch and modulation.***

***2.0 Speaking Applications: Students deliver brief recitations and oral presentations about familiar experiences or interest that are organized around a coherent thesis statement.***

2	1.7	Recount experiences in a logical sequence.			
2	1.8	Retell stories, including characters, setting and plot.			
3	1.1	Retell, paraphrase and explain what has been said by a speaker.			
4	2.3	Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.			
5	2.2	Deliver informative presentations about an important idea, issue or event by the following means: (a) Frame questions to direct the investigation. (b) Establish a controlling idea or topic. (c) Develop the topic with simple facts, details, examples and explanations.			