Main Criteria: Bible-Based Writing Lessons

Secondary Criteria: California Content Standards

Subject: Language Arts

Grades: 9, 10, 11, 12

Bible-Based Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

California Content Standards

Language Arts

Grade **9** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Presentation of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**

EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Presentation of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	**SL.9-10.4.**	**Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. CA**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.4.a.	Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **10** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Presentation of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**

PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**

EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Presentation of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	**SL.9-10.4.**	**Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. CA**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.4.a.	Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **11** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Presentation of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**

EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Presentation of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	**SL.11-12.4.**	**Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation. CA**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.4.a.	Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade.) CA
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.4.b.	Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**

PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **12** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

PERFORMANCE STANDARD / MODE		**Presentation of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**

EXPECTATION / SUBSTRAND	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Presentation of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	**SL.11-12.4.**	**Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation. CA**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.4.a.	Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade.) CA

FOUNDATION / PROFICIENCY LEVEL	SL.11-12.4.b.	Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 02: Unit 2 Writing from Notes, p. 19-28

California Content Standards

Language Arts

Grade **9** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **10** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**

EXPECTATION / SUBSTRAND	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **11** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**

EXPECTATION / SUBSTRAND	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**

EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **12** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**

EXPECTATION / SUBSTRAND	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**

EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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California Content Standards

Language Arts

Grade **9** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**

PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

EXPECTATION / SUBSTRAND	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories,dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

FOUNDATION / PROFICIENCY LEVEL	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **11** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.11-12.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed). CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.11-12.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**

PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **12** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.11-12.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed). CA

CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.11-12.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **9** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

EXPECTATION / SUBSTRAND	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

FOUNDATION / PROFICIENCY LEVEL	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **10** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**

PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories,dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL .9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **11** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.11-12.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed). CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.11-12.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**

PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **12** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.11-12.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed). CA

CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.11-12.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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California Content Standards

Language Arts

Grade **9** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

EXPECTATION / SUBSTRAND	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

FOUNDATION / PROFICIENCY LEVEL	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **10** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories,dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**

PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **11** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.11-12.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed). CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.11-12.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL .11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**

EXPECTATION / SUBSTRAND	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **12** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.11-12.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed). CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.11-12.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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California Content Standards

Language Arts

Grade **9** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **10** - Adopted: **2013**		
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL .9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **11** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **12** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA

FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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California Content Standards

Language Arts

Grade **9** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**

EXPECTATION / SUBSTRAND	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**

EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **10** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**

EXPECTATION / SUBSTRAND	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**

EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**

PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **11** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA

FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **12** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**

EXPECTATION / SUBSTRAND	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**

PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**

EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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California Content Standards

Language Arts

Grade **9** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**

EXPECTATION / SUBSTRAND	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**

EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**

PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **10** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA

FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**

EXPECTATION / SUBSTRAND	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**

EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **12** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**

EXPECTATION / SUBSTRAND	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**

EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts

Grade **9** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL .9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **10** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**

EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **11** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**

EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **12** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts

Grade **9** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL .9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **10** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL .9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **11** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **12** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts

Grade **9** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**

EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **10** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

FOUNDATION / PROFICIENCY LEVEL	W.9-10.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **11** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**

PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **12** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**

PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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California Content Standards

Language Arts

Grade **9** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**

PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **10** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**

PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**

EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**

PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **11** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA

CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL .11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**

FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **12** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**

EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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California Content Standards

Language Arts

Grade **9** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**

EXPECTATION / SUBSTRAND	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**

EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**

PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **10** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. CA

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **11** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**

EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **12** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**

EXPECTATION / SUBSTRAND	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 14: Unit 6 Summarizing Multiple References, p. 119-134

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Language Arts

Grade **9** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**

EXPECTATION / SUBSTRAND	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**

EXPECTATION / SUBSTRAND	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**

EXPECTATION / SUBSTRAND	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts

Grade **10** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **11** - Adopted: **2013**		
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**

EXPECTATION / SUBSTRAND	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **12** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**

EXPECTATION / SUBSTRAND	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**

PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 15: Unit 6 Summarizing Multiple References, p. 135-146

California Content Standards

Language Arts

Grade **9** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. CA

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**

PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **10** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**

PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**

EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**

PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **11** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA

CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL .11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**

FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **12** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**

EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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California Content Standards

Language Arts

Grade **9** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**

EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **10** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**

EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**

PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **11** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL .11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**

EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **12** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**

EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts

Grade **9** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**

EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **10** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**

EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**

PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **11** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL .11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**

EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **12** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**

EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts

Grade **9** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**

EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **10** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**

EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**

PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **11** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL .11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**

EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **12** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**

EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts

Grade **9** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**

EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **10** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**

EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**

PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **11** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL .11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**

EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **12** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**

EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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California Content Standards

Language Arts

Grade **9** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / SUBSTRAND	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	**L.9-10.3.**	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **10** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA

FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / SUBSTRAND	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	**L.9-10.3.**	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**

FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **11** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**

PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

EXPECTATION / SUBSTRAND	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **12** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**

PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

EXPECTATION / SUBSTRAND	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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California Content Standards

Language Arts

Grade **9** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA

FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**

PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	**L.9-10.3.**	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Arts

Grade **10** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**

PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	**L.9-10.3.**	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.3.a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **11** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**

PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **12** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**

PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Research to Build and Present Knowledge**
EXPECTATION / SUBSTRAND	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. CA

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL .11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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California Content Standards

Language Arts

Grade **9** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL .9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **10** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL .9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **11** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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California Content Standards

Language Arts

Grade **9** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL .9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **10** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL .9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **11** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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California Content Standards

Language Arts

Grade **9** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (See grade 9–10 Language standards 4–6 for additional expectations.) CA

EXPECTATION / SUBSTRAND	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**

PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**

PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **10** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories,dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**

EXPECTATION / SUBSTRAND	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **11** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.11-12.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**

EXPECTATION / SUBSTRAND	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed). CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.11-12.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**

EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **12** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.11-12.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed). CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.11-12.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**

PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**

FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts

Grade **9** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**

EXPECTATION / SUBSTRAND	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**

EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**

PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **10** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories,dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**

EXPECTATION / SUBSTRAND	**W.9-10.2.**	**Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.a.	Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**

PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **11** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.11-12.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed). CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.11-12.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W. 11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL .11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 11-12.**	**Language Standards**

PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **12** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.11-12.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

EXPECTATION / SUBSTRAND	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed). CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.11-12.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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California Content Standards

Language Arts

Grade **9** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**

PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **10** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

EXPECTATION / SUBSTRAND	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories,dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**

EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **11** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.11-12.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed). CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.11-12.**	**Reading Standards for Literature**

PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **12** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.11-12.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**

EXPECTATION / SUBSTRAND	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed). CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.11-12.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**

EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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California Content Standards

Language Arts

Grade **9** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **10** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.9-10.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories,dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**

PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **11** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.11-12.**	**Reading Standards for Literature**

PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed). CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.11-12.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**

PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.11-12.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
EXPECTATION / SUBSTRAND	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed). CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RL.11-12.**	**Reading Standards for Literature**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**

PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**

FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 28: Classical Arrangement for Argumentative Essays, p. 245-257

California Content Standards

Language Arts

Grade **9** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**

EXPECTATION / SUBSTRAND	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**

EXPECTATION / SUBSTRAND	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **10** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**

EXPECTATION / SUBSTRAND	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION / SUBSTRAND	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**

EXPECTATION / SUBSTRAND	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **11** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**

EXPECTATION / SUBSTRAND	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.1.c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **12** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.1.c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**

PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**

EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grade **9** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**

PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

California Content Standards

Language Arts

Grade **10** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

FOUNDATION / PROFICIENCY LEVEL	W.9-10.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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Language Arts

Grade **11** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.1.c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**

EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

California Content Standards

Language Arts

Grade **12** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

FOUNDATION / PROFICIENCY LEVEL	W.11-12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.1.c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Lesson 30: Classical Arrangement for Argumentative Essays, p. 261-27

California Content Standards

Language Arts

Grade **9** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

EXPECTATION / SUBSTRAND	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **10** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

EXPECTATION / SUBSTRAND	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.9-10.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **11** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**

EXPECTATION / SUBSTRAND	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.1.c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **12** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Key Ideas and Details**
EXPECTATION / SUBSTRAND	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / SUBSTRAND	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.1.c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**

PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**

EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts

Grade **9** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
FOUNDATION / PROFICIENCY LEVEL	W.9-10.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**

PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

California Content Standards

Language Arts

Grade **10** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.9-10.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

FOUNDATION / PROFICIENCY LEVEL	W.9-10.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
FOUNDATION / PROFICIENCY LEVEL	W.9-10.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.9-10.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.9-10.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.9-10.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.9-10.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION / PROFICIENCY LEVEL	L.9-10.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

California Content Standards

Language Arts

Grade **11** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
FOUNDATION / PROFICIENCY LEVEL	W.11-12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.1.c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**

EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

California Content Standards

Language Arts

Grade **12** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Text Types and Purposes**
EXPECTATION / SUBSTRAND	**W.11-12.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

FOUNDATION / PROFICIENCY LEVEL	W.11-12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.1.c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
FOUNDATION / PROFICIENCY LEVEL	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Production and Distribution of Writing**
EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / SUBSTRAND	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
CONTENT STANDARD / DOMAIN / PART	**CA.CC.W.11-12.**	**Writing Standards**
PERFORMANCE STANDARD / MODE		**Range of Writing**
EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.11-12.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.