

# Main Criteria: Medieval History-Based Writing Lessons

## Secondary Criteria: California Content Standards

### Subject: Language Arts

Grades: 6, 7, 8

### Medieval History-Based Writing Lessons

Lesson 01: Unit 1 Note Taking an Outlines, p. 11-16

## California Content Standards

### Language Arts

Grade 6 - Adopted: 2013

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

| PERFORMANCE STANDARD / MODE |  | Key Ideas and Details |
|-----------------------------|--|-----------------------|
|-----------------------------|--|-----------------------|

|                         |                              |                                                                                                                            |
|-------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|-------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------|

|                         |                              |                                                                                                   |
|-------------------------|------------------------------|---------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
|-------------------------|------------------------------|---------------------------------------------------------------------------------------------------|

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

| PERFORMANCE STANDARD / MODE |  | Craft and Structure |
|-----------------------------|--|---------------------|
|-----------------------------|--|---------------------|

|                         |                              |                                                                                                                                                                                             |
|-------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.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.EL A-Literacy. CCRA.R.**      **College and Career Readiness Anchor Standards for Reading**

| PERFORMANCE STANDARD / MODE |  | Integration of Knowledge and Ideas |
|-----------------------------|--|------------------------------------|
|-----------------------------|--|------------------------------------|

|                         |                              |                                                                                                                                    |
|-------------------------|------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|-------------------------|------------------------------|------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |                                         | Range of Reading and Level of Text Complexity                                                |
|-----------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |                                        | Text Types and Purposes                                                                                                                                                                |
|-----------------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |                                        | Production and Distribution of Writing                                                                                               |
|-----------------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

|                                                 |                                                  |                                                                                 |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |                                         | Comprehension and Collaboration                                                                                                                                                            |
|-----------------------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |

|                                                 |                                                  |                                                                                 |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Presentation of Knowledge and Ideas |
|-----------------------------------|--|-------------------------------------|
|-----------------------------------|--|-------------------------------------|

|                                  |                                         |                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.   | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                         | Knowledge of Language                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.   | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                         | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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<br>.6.                         | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                                |
| PERFORMANCE STANDARD / MODE      |                                         | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | RI.6.1.                                 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | RI.6.2.                                 | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                                                                                                                                                       |
| EXPECTATION / SUBSTRAND          | RI.6.3.                                 | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).                                                                                                                                                                                      |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.RI<br>.6.                         | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                                |
| PERFORMANCE STANDARD / MODE      |                                         | Craft and Structure                                                                                                                                                                                                                                                                                                                     |

|                                         |                    |                                                                                                                                                                                                                             |
|-----------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | RI.6.4.            | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA                      |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI.6.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                                                                             |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | RI.6.7.            | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.                                                 |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W.6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                    |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Production and Distribution of Writing</b>                                                                                                                                                                               |
| EXPECTATION / SUBSTRAND                 | W.6.4.             | 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.)    |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.SL.6.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                     |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Comprehension and Collaboration</b>                                                                                                                                                                                      |
| EXPECTATION / SUBSTRAND                 | SL.6.1.            | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.a.          | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.           |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.b.          | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                            |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.c.          | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                                                                        |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.d.          | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                                                  |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.SL.6.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                     |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                                  |

|                                  |             |                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | SL.6.4.     | Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.CA |
| FOUNDATION / PROFICIENCY LEVEL   | SL.6.4.a.   | Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA                                       |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.L. 6. | Language Standards                                                                                                                                                                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |             | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                  |
| EXPECTATION / SUBSTRAND          | L.6.4.      | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.                                                                                                                                                          |
| FOUNDATION / PROFICIENCY LEVEL   | L.6.4.a.    | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                                                                                                                                   |
| FOUNDATION / PROFICIENCY LEVEL   | L.6.4.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. 6. | Language Standards                                                                                                                                                                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |             | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                  |
| EXPECTATION / SUBSTRAND          | L.6.6.      | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.                                                                                                                    |

## California Content Standards

### Language Arts

#### Grade 7 - Adopted: 2013

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

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                            |
|--------------------------------------------|--|----------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Craft and Structure</b> |
|--------------------------------------------|--|----------------------------|

|                            |                                        |                                                                                                                                                                                             |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                           |
|--------------------------------------------|--|-------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Integration of Knowledge and Ideas</b> |
|--------------------------------------------|--|-------------------------------------------|

|                            |                                        |                                                                                                                                    |
|----------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|----------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                                      |
|--------------------------------------------|--|------------------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|--------------------------------------------|--|------------------------------------------------------|

|                            |                                         |                                                                                              |
|----------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
|----------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                |
|--------------------------------------------|--|--------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Text Types and Purposes</b> |
|--------------------------------------------|--|--------------------------------|

|                            |                                        |                                                                                                                                                                                        |
|----------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                               |
|--------------------------------------------|--|-----------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Production and Distribution of Writing</b> |
|--------------------------------------------|--|-----------------------------------------------|

|                                        |                                         |                                                                                                                                                                                                                         |
|----------------------------------------|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                                    |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.SL.  | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                                         |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | <b>Comprehension and Collaboration</b>                                                                                                                                                                                  |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.SL.  | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                                         |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                              |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.L.   | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                       |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | <b>Knowledge of Language</b>                                                                                                                                                                                            |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.L.   | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                       |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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.           |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI.7.</b>                     | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                        | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                                      |
| EXPECTATION / SUBSTRAND                 | RI.7.1.                                | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                           |
| EXPECTATION / SUBSTRAND                 | RI.7.3.                                | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).                                                                                                                                                                        |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI.7.</b>                     | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                        | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION / SUBSTRAND                 | RI.7.4.                                | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) CA                                                                          |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W.7.</b>                      | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                        | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                                    |
| EXPECTATION / SUBSTRAND                 | W.7.2.                                 | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                                                                                  |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.a.                               | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W.7.</b>                      | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                        | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND                 | W.7.4.                                 | 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.)                                                                                                                          |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.SL.7.</b>                     | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                                                                           |

|                                    |                |                                                                                                                                                                                                                                    |
|------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |                | <b>Comprehension and Collaboration</b>                                                                                                                                                                                             |
| <b>EXPECTATION / SUBSTRAND</b>     | <b>SL.7.1.</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |

|                                |           |                                                                                                                                                                                                                         |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.7.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                    |
|--------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                                              |
|--------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.7.1.c. | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. |
|--------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                              |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.7.1.d. | Acknowledge new information expressed by others and, when warranted, modify their own views. |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.SL.7.**      **Speaking and Listening Standards**

|                                    |                |                                                                                                                                                                                                                                                                                      |
|------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |                | <b>Presentation of Knowledge and Ideas</b>                                                                                                                                                                                                                                           |
| <b>EXPECTATION / SUBSTRAND</b>     | <b>SL.7.4.</b> | <b>Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CA</b> |

|                                |           |                                                                                                                                                                                                                                           |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.7.4.a. | Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented. CA |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L.7.**      **Language Standards**

|                                    |               |                                                                                                                                                                               |
|------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |               | <b>Vocabulary Acquisition and Use</b>                                                                                                                                         |
| <b>EXPECTATION / SUBSTRAND</b>     | <b>L.7.4.</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b> |

|                                |          |                                                                                                                                                               |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                                                                                 |
|--------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.7.4.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.7.**      **Language Standards**

| PERFORMANCE STANDARD / MODE |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
|-----------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | L.7.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## California Content Standards

### Language Arts

Grade 8 - Adopted: 2013

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

| PERFORMANCE STANDARD / MODE |  | Key Ideas and Details |
|-----------------------------|--|-----------------------|
|-----------------------------|--|-----------------------|

EXPECTATION / SUBSTRAND      CCSS.EL A-Literacy.C CRA.R.2      Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / SUBSTRAND      CCSS.EL A-Literacy.C CRA.R.3      Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

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

| PERFORMANCE STANDARD / MODE |  | Craft and Structure |
|-----------------------------|--|---------------------|
|-----------------------------|--|---------------------|

EXPECTATION / SUBSTRAND      CCSS.EL A-Literacy.C CRA.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.EL A-Literacy. CCRA.R.**      **College and Career Readiness Anchor Standards for Reading**

| PERFORMANCE STANDARD / MODE |  | Integration of Knowledge and Ideas |
|-----------------------------|--|------------------------------------|
|-----------------------------|--|------------------------------------|

EXPECTATION / SUBSTRAND      CCSS.EL A-Literacy.C CRA.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.EL A-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.EL A-Literacy.C CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                             |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A-Literacy. CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                                |
| PERFORMANCE STANDARD / MODE      |                               | Text Types and Purposes                                                                                                                                                                                  |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.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.EL A-Literacy. CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                                |
| PERFORMANCE STANDARD / MODE      |                               | Production and Distribution of Writing                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.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.EL A-Literacy. CCRA.SL.  | College and Career Readiness Anchor Standards for Speaking and Listening                                                                                                                                 |
| PERFORMANCE STANDARD / MODE      |                               | Comprehension and Collaboration                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.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.EL A-Literacy. CCRA.SL.  | College and Career Readiness Anchor Standards for Speaking and Listening                                                                                                                                 |
| PERFORMANCE STANDARD / MODE      |                               | Presentation of Knowledge and Ideas                                                                                                                                                                      |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.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. |

|                                                 |                                                 |                                                                   |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b> |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|

|                                            |  |                              |
|--------------------------------------------|--|------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Knowledge of Language</b> |
|--------------------------------------------|--|------------------------------|

|                            |                                        |                                                                                                                                                                                                 |
|----------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                   |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b> |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|

|                                            |  |                                       |
|--------------------------------------------|--|---------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--------------------------------------------|--|---------------------------------------|

|                            |                                        |                                                                                                                                                                                                                         |
|----------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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 /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                         |                                                 |
|-------------------------------------------------|-------------------------|-------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.RI<br/>.8.</b> | <b>Reading Standards for Informational Text</b> |
|-------------------------------------------------|-------------------------|-------------------------------------------------|

|                                            |  |                              |
|--------------------------------------------|--|------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Key Ideas and Details</b> |
|--------------------------------------------|--|------------------------------|

|                            |         |                                                                                                                                               |
|----------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | RI.8.1. | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
|----------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                         |                                                 |
|-------------------------------------------------|-------------------------|-------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.RI<br/>.8.</b> | <b>Reading Standards for Informational Text</b> |
|-------------------------------------------------|-------------------------|-------------------------------------------------|

|                                            |  |                            |
|--------------------------------------------|--|----------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Craft and Structure</b> |
|--------------------------------------------|--|----------------------------|

|                            |         |                                                                                                                                                                                                                                                                                                                          |
|----------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | RI.8.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA |
|----------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                        |                          |
|-------------------------------------------------|------------------------|--------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>8.</b> | <b>Writing Standards</b> |
|-------------------------------------------------|------------------------|--------------------------|

|                                            |  |                                |
|--------------------------------------------|--|--------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Text Types and Purposes</b> |
|--------------------------------------------|--|--------------------------------|

|                                  |             |                                                                                                                                                                                                                                                                              |
|----------------------------------|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | W.8.2.      | Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA   |
| FOUNDATION / PROFICIENCY LEVEL   | W.8.2.a.    | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
| FOUNDATION / PROFICIENCY LEVEL   | W.8.2.b.    | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                            |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W.8.  | Writing Standards                                                                                                                                                                                                                                                            |
| PERFORMANCE STANDARD / MODE      |             | Production and Distribution of Writing                                                                                                                                                                                                                                       |
| EXPECTATION / SUBSTRAND          | W.8.4.      | 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.8. | Speaking and Listening Standards                                                                                                                                                                                                                                             |
| PERFORMANCE STANDARD / MODE      |             | Comprehension and Collaboration                                                                                                                                                                                                                                              |
| EXPECTATION / SUBSTRAND          | SL.8.1.     | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                  |
| FOUNDATION / PROFICIENCY LEVEL   | SL.8.1.a.   | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                      |
| FOUNDATION / PROFICIENCY LEVEL   | SL.8.1.b.   | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                       |
| FOUNDATION / PROFICIENCY LEVEL   | SL.8.1.c.   | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                     |
| FOUNDATION / PROFICIENCY LEVEL   | SL.8.1.d.   | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                 |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.L.8.  | Language Standards                                                                                                                                                                                                                                                           |
| PERFORMANCE STANDARD / MODE      |             | Vocabulary Acquisition and Use                                                                                                                                                                                                                                               |
| EXPECTATION / SUBSTRAND          | L.8.4.      | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.                                                                                                        |

|                                                 |                        |                                                                                                                                                                                                              |
|-------------------------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.8.4.a.               | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.8.4.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).                                                              |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>8.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND                      | L.8.6.                 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

### Lesson 02: Unit 2 Writing from Notes, p. 17-26

## California Content Standards

### Language Arts

Grade 6 - Adopted: 2013

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

|                                                 |                                                 |                                                                                                                                                                                        |
|-------------------------------------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b>                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Integration of Knowledge and Ideas</b>                                                                                                                                              |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.7          | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                     |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b>                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10         | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Text Types and Purposes</b>                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Production and Distribution of Writing</b>                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4          | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                   |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5          | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                          |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |

|                                         |                                   |                                                                                                                                                                                                                         |
|-----------------------------------------|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b>      |                                   | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND                 | CCSS.ELA-Literacy.CRA.W.9         | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.ELA-Literacy.CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                   | <b>Range of Writing</b>                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND                 | CCSS.ELA-Literacy.CRA.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.                       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.ELA-Literacy.CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                                         |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                   | <b>Comprehension and Collaboration</b>                                                                                                                                                                                  |
| EXPECTATION / SUBSTRAND                 | CCSS.ELA-Literacy.CRA.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.                              |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.ELA-Literacy.CCRA.L.</b>  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                   | <b>Knowledge of Language</b>                                                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | CCSS.ELA-Literacy.CRA.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.                         |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.ELA-Literacy.CCRA.L.</b>  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                   | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | CCSS.ELA-Literacy.CRA.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.CRA.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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI.6.</b>        | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                         |
| <b>PERFORMANCE STANDARD / MODE</b>      |                           | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | RI.6.1.                   | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | RI.6.2.                   | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                                                                                                                                                       |
| EXPECTATION / SUBSTRAND                 | RI.6.3.                   | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).                                                                                                                                                                                      |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI.6.</b>        | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                         |
| <b>PERFORMANCE STANDARD / MODE</b>      |                           | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                              |
| EXPECTATION / SUBSTRAND                 | RI.6.4.                   | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA                                                                                                                                  |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI.6.</b>        | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                         |
| <b>PERFORMANCE STANDARD / MODE</b>      |                           | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                                                                                                                                                               |
| EXPECTATION / SUBSTRAND                 | RI.6.7.                   | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.                                                                                                                                                             |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W.6.</b>         | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                |
| <b>PERFORMANCE STANDARD / MODE</b>      |                           | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND                 | W.6.2.                    | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                                               |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.a.                  | Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA                              |

|                                                 |                         |                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.6.2.b.                | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                            |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.6.2.c.                | Use appropriate transitions to clarify the relationships among ideas and concepts.                                                                                                                                                                                              |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.6.2.d.                | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                       |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.6.2.f.                | Provide a concluding statement or section that follows from the information or explanation presented.                                                                                                                                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND                      | W.6.4.                  | 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 /<br>SUBSTRAND                      | W.6.5.                  | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Range of Writing</b>                                                                                                                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND                      | W.6.10.                 | 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 discipline-specific tasks, purposes, and audiences.                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.SL<br/>.6.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                         |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND                      | SL.6.1.                 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.a.               | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                               |

|                                                 |                        |                                                                                                                                                                                                              |
|-------------------------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.b.              | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                             |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.c.              | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                                                         |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.d.              | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                                   |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Conventions of Standards English</b>                                                                                                                                                                      |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.6.1.</b>          | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.1.d.               | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.1.e.               | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.                                    |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.6.4.</b>          | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.4.a.               | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.4.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).                                                              |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND                      | L.6.6.                 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

# California Content Standards

## Language Arts

Grade 7 - Adopted: 2013

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

**PERFORMANCE STANDARD / MODE**      **Key Ideas and Details**

EXPECTATION / SUBSTRAND      CCSS.EL A-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.EL A-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.EL A-Literacy.CCRA.R.**      **College and Career Readiness Anchor Standards for Reading**

**PERFORMANCE STANDARD / MODE**      **Craft and Structure**

EXPECTATION / SUBSTRAND      CCSS.EL A-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.EL A-Literacy.CCRA.R.**      **College and Career Readiness Anchor Standards for Reading**

**PERFORMANCE STANDARD / MODE**      **Integration of Knowledge and Ideas**

EXPECTATION / SUBSTRAND      CCSS.EL A-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.EL A-Literacy.CCRA.R.**      **College and Career Readiness Anchor Standards for Reading**

**PERFORMANCE STANDARD / MODE**      **Range of Reading and Level of Text Complexity**

|                                                 |                                                 |                                                                                                                                                                                        |
|-------------------------------------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10         | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Text Types and Purposes</b>                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Production and Distribution of Writing</b>                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4          | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                   |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5          | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                          |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Research to Build and Present Knowledge</b>                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.9          | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                      |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Range of Writing</b>                                                                                                                                                                |

|                                  |                                             |                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0 | 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.EL<br>A-<br>Literacy.<br>CCRA.SL.      | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                                                                                                                                                         |
| PERFORMANCE STANDARD / MODE      |                                             | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                  |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.       | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                                                                       |
| PERFORMANCE STANDARD / MODE      |                                             | <b>Knowledge of Language</b>                                                                                                                                                                                                                                                                                                            |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.       | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                                                                       |
| PERFORMANCE STANDARD / MODE      |                                             | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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<br>.7.                             | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                         |
| PERFORMANCE STANDARD / MODE      |                                             | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                            |
| EXPECTATION / SUBSTRAND          | RI.7.1.                                     | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                 |

|                                         |                    |                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | RI.7.3.            | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).                                                                                                                                                                        |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI.7.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION / SUBSTRAND                 | RI.7.4.            | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) CA                                                                          |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W.7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                                    |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>W.7.2.</b>      | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                                                                                  |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.a.           | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.b.           | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                                              |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.c.           | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                                            |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.d.           | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                                         |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.f.           | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                                                |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W.7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND                 | W.7.4.             | 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.7.5.              | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND                 | W.7.8.              | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                                    |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND                 | W.7.9.              | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                                                                                                                                              |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.9.b.            | Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").                                                                                                     |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION / SUBSTRAND                 | W.7.10.             | 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 discipline-specific tasks, purposes, and audiences.                                                                                                                          |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.SL .7.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND                 | SL.7.1.             | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                                                                                    |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.a.           | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                                                                        |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.b.           | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                                                             |

|                                                 |                        |                                                                                                                                                                                                                     |
|-------------------------------------------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.c.              | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                        |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.d.              | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                        |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                                                           |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Knowledge of Language</b>                                                                                                                                                                                        |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.7.3.</b>          | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                                                                                                                 |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.3.a.               | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.                                                                                                 |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                                                           |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                               |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.7.4.</b>          | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>                                       |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.4.a.               | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                       |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.4.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).                                                                     |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                                                           |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                               |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.7.6.</b>          | <b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b> |

## California Content Standards

### Language Arts

Grade 8 - Adopted: 2013

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE STANDARD / MODE      |                                         | Key Ideas and Details                                                                                                                                                                       |
|----------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.2  | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                  |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.3  | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                                                                                           |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Craft and Structure                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Integration of Knowledge and Ideas                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Range of Reading and Level of Text Complexity                                                                                                                                               |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Text Types and Purposes                                                                                                                                                                     |

|                                                 |                                                  |                                                                                                                                                                                                   |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.            |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Production and Distribution of Writing</b>                                                                                                                                                     |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4           | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5           | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Research to Build and Present Knowledge</b>                                                                                                                                                    |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.9           | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Range of Writing</b>                                                                                                                                                                           |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0      | 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. |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                   |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Comprehension and Collaboration</b>                                                                                                                                                            |

|                                  |                                         |                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.   | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                         | Knowledge of Language                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.   | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                         | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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<br>.8.                         | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                                |
| PERFORMANCE STANDARD / MODE      |                                         | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | RI.8.1.                                 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                           |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.RI<br>.8.                         | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                                |
| PERFORMANCE STANDARD / MODE      |                                         | Craft and Structure                                                                                                                                                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND          | RI.8.4.                                 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA                |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 8. Writing Standards**

| PERFORMANCE STANDARD / MODE    |          | Text Types and Purposes                                                                                                                                                                                                                                                      |
|--------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | W.8.2.   | Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA   |
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.a. | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                            |
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                            |
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                    |
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                           |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 8. Writing Standards**

| PERFORMANCE STANDARD / MODE |        | Production and Distribution of Writing                                                                                                                                                                                                                                                                                                         |
|-----------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | W.8.4. | 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.8.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 8. Writing Standards**

| PERFORMANCE STANDARD / MODE |        | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
|-----------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | W.8.8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

**CONTENT STANDARD / DOMAIN / PART**

**CA.CC.W. 8. Writing Standards**

| PERFORMANCE STANDARD / MODE |  | Range of Writing |
|-----------------------------|--|------------------|
|-----------------------------|--|------------------|

|                         |         |                                                                                                                                                                                                                       |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | W.8.10. | 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 discipline-specific tasks, purposes, and audiences. |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**

**CA.CC.SL .8. Speaking and Listening Standards**

| PERFORMANCE STANDARD / MODE |  | Comprehension and Collaboration |
|-----------------------------|--|---------------------------------|
|-----------------------------|--|---------------------------------|

|                         |         |                                                                                                                                                                                                                             |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | SL.8.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                                                                                         |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                        |
|--------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                          |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                              |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**

**CA.CC.L. 8. Language Standards**

| PERFORMANCE STANDARD / MODE |  | Conventions of Standards English |
|-----------------------------|--|----------------------------------|
|-----------------------------|--|----------------------------------|

|                         |        |                                                                                                        |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | L.8.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------|

|                                |          |                                                                    |
|--------------------------------|----------|--------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.8.1.d. | Recognize and correct inappropriate shifts in verb voice and mood. |
|--------------------------------|----------|--------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**

**CA.CC.L. 8. Language Standards**

| PERFORMANCE STANDARD / MODE |  | Vocabulary Acquisition and Use |
|-----------------------------|--|--------------------------------|
|-----------------------------|--|--------------------------------|

|                         |        |                                                                                                                                                                       |
|-------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. |
|-------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                        |                                                                                                                                                                                                              |
|-------------------------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.8.4.a.               | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.8.4.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).                                                              |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>8.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND                      | L.8.6.                 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

### Lesson 03: Unit 2 Writing from Notes, p. 27-34

## California Content Standards

### Language Arts

Grade 6 - Adopted: 2013

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

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |                                        | Integration of Knowledge and Ideas                                                                                                 |
|-----------------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |                                         | Range of Reading and Level of Text Complexity                                                |
|-----------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |                                        | Text Types and Purposes                                                                                                                                                                |
|-----------------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |                                        | Production and Distribution of Writing                                                                                               |
|-----------------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

|                            |                                        |                                                                                                               |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                         |                                   |                                                                                                                                                                                                                         |
|-----------------------------------------|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b>      |                                   | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND                 | CCSS.ELA-Literacy.CRA.W.9         | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.ELA-Literacy.CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                   | <b>Range of Writing</b>                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND                 | CCSS.ELA-Literacy.CRA.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.                       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.ELA-Literacy.CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                                         |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                   | <b>Comprehension and Collaboration</b>                                                                                                                                                                                  |
| EXPECTATION / SUBSTRAND                 | CCSS.ELA-Literacy.CRA.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.                              |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.ELA-Literacy.CCRA.L.</b>  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                   | <b>Knowledge of Language</b>                                                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | CCSS.ELA-Literacy.CRA.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.                         |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.ELA-Literacy.CCRA.L.</b>  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                   | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | CCSS.ELA-Literacy.CRA.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.CRA.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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI.6.</b>        | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                         |
| <b>PERFORMANCE STANDARD / MODE</b>      |                           | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | RI.6.1.                   | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | RI.6.2.                   | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                                                                                                                                                       |
| EXPECTATION / SUBSTRAND                 | RI.6.3.                   | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).                                                                                                                                                                                      |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI.6.</b>        | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                         |
| <b>PERFORMANCE STANDARD / MODE</b>      |                           | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                              |
| EXPECTATION / SUBSTRAND                 | RI.6.4.                   | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA                                                                                                                                  |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI.6.</b>        | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                         |
| <b>PERFORMANCE STANDARD / MODE</b>      |                           | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                                                                                                                                                               |
| EXPECTATION / SUBSTRAND                 | RI.6.7.                   | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.                                                                                                                                                             |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W.6.</b>         | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                |
| <b>PERFORMANCE STANDARD / MODE</b>      |                           | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND                 | W.6.2.                    | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                                               |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.a.                  | Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA                              |

|                                                 |                         |                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.6.2.b.                | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                            |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.6.2.c.                | Use appropriate transitions to clarify the relationships among ideas and concepts.                                                                                                                                                                                              |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.6.2.d.                | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                       |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.6.2.f.                | Provide a concluding statement or section that follows from the information or explanation presented.                                                                                                                                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND                      | W.6.4.                  | 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 /<br>SUBSTRAND                      | W.6.5.                  | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Range of Writing</b>                                                                                                                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND                      | W.6.10.                 | 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 discipline-specific tasks, purposes, and audiences.                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.SL<br/>.6.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                         |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND                      | SL.6.1.                 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.a.               | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                               |

|                                                 |                        |                                                                                                                                                                                                              |
|-------------------------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.b.              | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                             |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.c.              | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                                                         |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.d.              | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                                   |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Conventions of Standards English</b>                                                                                                                                                                      |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.6.1.</b>          | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.1.d.               | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.1.e.               | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.                                    |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.6.4.</b>          | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.4.a.               | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.4.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).                                                              |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND                      | L.6.6.                 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

# California Content Standards

## Language Arts

Grade 7 - Adopted: 2013

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

**PERFORMANCE STANDARD / MODE**           **Key Ideas and Details**

EXPECTATION / SUBSTRAND      CCSS.EL A-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.EL A-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.EL A-Literacy.CCRA.R.**      **College and Career Readiness Anchor Standards for Reading**

**PERFORMANCE STANDARD / MODE**           **Craft and Structure**

EXPECTATION / SUBSTRAND      CCSS.EL A-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.EL A-Literacy.CCRA.R.**      **College and Career Readiness Anchor Standards for Reading**

**PERFORMANCE STANDARD / MODE**           **Integration of Knowledge and Ideas**

EXPECTATION / SUBSTRAND      CCSS.EL A-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.EL A-Literacy.CCRA.R.**      **College and Career Readiness Anchor Standards for Reading**

**PERFORMANCE STANDARD / MODE**           **Range of Reading and Level of Text Complexity**

|                                                 |                                                 |                                                                                                                                                                                        |
|-------------------------------------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10         | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Text Types and Purposes</b>                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Production and Distribution of Writing</b>                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4          | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                   |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5          | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                          |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Research to Build and Present Knowledge</b>                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.9          | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                      |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Range of Writing</b>                                                                                                                                                                |

|                                  |                                             |                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0 | 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.EL<br>A-<br>Literacy.<br>CCRA.SL.      | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                                                                                                                                                         |
| PERFORMANCE STANDARD / MODE      |                                             | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                  |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.       | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                                                                       |
| PERFORMANCE STANDARD / MODE      |                                             | <b>Knowledge of Language</b>                                                                                                                                                                                                                                                                                                            |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.       | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                                                                       |
| PERFORMANCE STANDARD / MODE      |                                             | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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<br>.7.                             | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                         |
| PERFORMANCE STANDARD / MODE      |                                             | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                            |
| EXPECTATION / SUBSTRAND          | RI.7.1.                                     | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                 |

|                                         |                    |                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | RI.7.3.            | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).                                                                                                                                                                        |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI.7.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION / SUBSTRAND                 | RI.7.4.            | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) CA                                                                          |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W.7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                                    |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>W.7.2.</b>      | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                                                                                  |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.a.           | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.b.           | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                                              |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.c.           | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                                            |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.d.           | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                                         |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.f.           | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                                                |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W.7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND                 | W.7.4.             | 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.7.5.              | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND                 | W.7.8.              | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                                    |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>W.7.9.</b>       | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>                                                                                                                                                                                                                                       |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.9.b.            | Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").                                                                                                     |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION / SUBSTRAND                 | W.7.10.             | 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 discipline-specific tasks, purposes, and audiences.                                                                                                                          |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.SL .7.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                         |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>SL.7.1.</b>      | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                                                                                                             |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.a.           | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                                                                        |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.b.           | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                                                             |

|                                                 |                        |                                                                                                                                                                                                                     |
|-------------------------------------------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.c.              | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                        |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.d.              | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                        |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                                                           |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Knowledge of Language</b>                                                                                                                                                                                        |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.7.3.</b>          | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                                                                                                                 |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.3.a.               | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.                                                                                                 |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                                                           |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                               |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.7.4.</b>          | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>                                       |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.4.a.               | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                       |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.4.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).                                                                     |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                                                           |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                               |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.7.6.</b>          | <b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b> |

## California Content Standards

### Language Arts

Grade 8 - Adopted: 2013

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE STANDARD / MODE      |                                         | Key Ideas and Details                                                                                                                                                                       |
|----------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.2  | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                  |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.3  | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                                                                                           |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Craft and Structure                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Integration of Knowledge and Ideas                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Range of Reading and Level of Text Complexity                                                                                                                                               |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Text Types and Purposes                                                                                                                                                                     |

|                                                 |                                                  |                                                                                                                                                                                                   |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.            |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Production and Distribution of Writing</b>                                                                                                                                                     |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4           | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5           | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Research to Build and Present Knowledge</b>                                                                                                                                                    |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.9           | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Range of Writing</b>                                                                                                                                                                           |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0      | 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. |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                   |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Comprehension and Collaboration</b>                                                                                                                                                            |

|                                  |                                         |                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.   | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                         | Knowledge of Language                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.   | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                         | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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<br>.8.                         | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                                |
| PERFORMANCE STANDARD / MODE      |                                         | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | RI.8.1.                                 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                           |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.RI<br>.8.                         | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                                |
| PERFORMANCE STANDARD / MODE      |                                         | Craft and Structure                                                                                                                                                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND          | RI.8.4.                                 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA                |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 8. Writing Standards**

| PERFORMANCE STANDARD / MODE    |          | Text Types and Purposes                                                                                                                                                                                                                                                      |
|--------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | W.8.2.   | Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA   |
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.a. | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                            |
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                            |
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                    |
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                           |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 8. Writing Standards**

| PERFORMANCE STANDARD / MODE |        | Production and Distribution of Writing                                                                                                                                                                                                                                                                                                         |
|-----------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | W.8.4. | 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.8.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 8. Writing Standards**

| PERFORMANCE STANDARD / MODE |        | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
|-----------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | W.8.8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

**CONTENT STANDARD / DOMAIN / PART**

**CA.CC.W. 8. Writing Standards**

| PERFORMANCE STANDARD / MODE |  | Range of Writing |
|-----------------------------|--|------------------|
|-----------------------------|--|------------------|

|                         |         |                                                                                                                                                                                                                       |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | W.8.10. | 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 discipline-specific tasks, purposes, and audiences. |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**

**CA.CC.SL .8. Speaking and Listening Standards**

| PERFORMANCE STANDARD / MODE |  | Comprehension and Collaboration |
|-----------------------------|--|---------------------------------|
|-----------------------------|--|---------------------------------|

|                         |         |                                                                                                                                                                                                                             |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | SL.8.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                                                                                         |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                        |
|--------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                          |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                              |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**

**CA.CC.L. 8. Language Standards**

| PERFORMANCE STANDARD / MODE |  | Conventions of Standards English |
|-----------------------------|--|----------------------------------|
|-----------------------------|--|----------------------------------|

|                         |        |                                                                                                        |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | L.8.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------|

|                                |          |                                                                    |
|--------------------------------|----------|--------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.8.1.d. | Recognize and correct inappropriate shifts in verb voice and mood. |
|--------------------------------|----------|--------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**

**CA.CC.L. 8. Language Standards**

| PERFORMANCE STANDARD / MODE |  | Vocabulary Acquisition and Use |
|-----------------------------|--|--------------------------------|
|-----------------------------|--|--------------------------------|

|                         |        |                                                                                                                                                                       |
|-------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. |
|-------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                        |                                                                                                                                                                                                              |
|-------------------------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.8.4.a.               | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.8.4.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).                                                              |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>8.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND                      | L.8.6.                 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

### Lesson 04: Unit 2 Writing from Notes, p. 35-44

## California Content Standards

### Language Arts

Grade 6 - Adopted: 2013

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

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |                                        | Integration of Knowledge and Ideas                                                                                                 |
|-----------------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |                                         | Range of Reading and Level of Text Complexity                                                |
|-----------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |                                        | Text Types and Purposes                                                                                                                                                                |
|-----------------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |                                        | Production and Distribution of Writing                                                                                               |
|-----------------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

|                            |                                        |                                                                                                               |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                         |                                   |                                                                                                                                                                                                                         |
|-----------------------------------------|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b>      |                                   | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND                 | CCSS.ELA-Literacy.CRA.W.9         | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.ELA-Literacy.CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                   | <b>Range of Writing</b>                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND                 | CCSS.ELA-Literacy.CRA.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.                       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.ELA-Literacy.CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                                         |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                   | <b>Comprehension and Collaboration</b>                                                                                                                                                                                  |
| EXPECTATION / SUBSTRAND                 | CCSS.ELA-Literacy.CRA.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.                              |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.ELA-Literacy.CCRA.L.</b>  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                   | <b>Knowledge of Language</b>                                                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | CCSS.ELA-Literacy.CRA.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.                         |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.ELA-Literacy.CCRA.L.</b>  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                   | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | CCSS.ELA-Literacy.CRA.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.CRA.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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI.6.</b>        | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                         |
| <b>PERFORMANCE STANDARD / MODE</b>      |                           | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | RI.6.1.                   | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | RI.6.2.                   | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                                                                                                                                                       |
| EXPECTATION / SUBSTRAND                 | RI.6.3.                   | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).                                                                                                                                                                                      |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI.6.</b>        | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                         |
| <b>PERFORMANCE STANDARD / MODE</b>      |                           | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                              |
| EXPECTATION / SUBSTRAND                 | RI.6.4.                   | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA                                                                                                                                  |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI.6.</b>        | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                         |
| <b>PERFORMANCE STANDARD / MODE</b>      |                           | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                                                                                                                                                               |
| EXPECTATION / SUBSTRAND                 | RI.6.7.                   | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.                                                                                                                                                             |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W.6.</b>         | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                |
| <b>PERFORMANCE STANDARD / MODE</b>      |                           | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND                 | W.6.2.                    | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                                               |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.a.                  | Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA                              |

|                                                 |                         |                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.6.2.b.                | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                            |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.6.2.c.                | Use appropriate transitions to clarify the relationships among ideas and concepts.                                                                                                                                                                                              |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.6.2.d.                | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                       |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.6.2.f.                | Provide a concluding statement or section that follows from the information or explanation presented.                                                                                                                                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND                      | W.6.4.                  | 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 /<br>SUBSTRAND                      | W.6.5.                  | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Range of Writing</b>                                                                                                                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND                      | W.6.10.                 | 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 discipline-specific tasks, purposes, and audiences.                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.SL<br/>.6.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                         |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND                      | SL.6.1.                 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.a.               | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                               |

|                                      |           |                                                                                                                                                      |
|--------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | SL.6.1.c. | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                           |

**CONTENT  
STANDARD /  
DOMAIN / PART**      **CA.CC.L.  
6.**      **Language Standards**

|                                            |               |                                                                                                               |
|--------------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |               | <b>Conventions of Standards English</b>                                                                       |
| <b>EXPECTATION /<br/>SUBSTRAND</b>         | <b>L.6.1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL       | L.6.1.d.      | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                      |

|                                      |          |                                                                                                                                                                           |
|--------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | L.6.1.e. | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
|--------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT  
STANDARD /  
DOMAIN / PART**      **CA.CC.L.  
6.**      **Language Standards**

|                                            |               |                                                                                                                           |
|--------------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |               | <b>Conventions of Standards English</b>                                                                                   |
| <b>EXPECTATION /<br/>SUBSTRAND</b>         | <b>L.6.2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |

|                                      |          |                                                                                                 |
|--------------------------------------|----------|-------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | L.6.2.a. | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |
|--------------------------------------|----------|-------------------------------------------------------------------------------------------------|

**CONTENT  
STANDARD /  
DOMAIN / PART**      **CA.CC.L.  
6.**      **Language Standards**

|                                            |               |                                                                                                                                                                               |
|--------------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |               | <b>Vocabulary Acquisition and Use</b>                                                                                                                                         |
| <b>EXPECTATION /<br/>SUBSTRAND</b>         | <b>L.6.4.</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b> |

|                                      |          |                                                                                                                                                               |
|--------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|--------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                        |                                                                                                                                                                                                              |
|-------------------------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.4.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).                                                              |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND                      | L.6.6.                 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## California Content Standards

### Language Arts

Grade 7 - Adopted: 2013

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

|                                        |                                         |                                                                                                                                                                                        |
|----------------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                     |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                              |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Range of Reading and Level of Text Complexity                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                           |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                              |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Text Types and Purposes                                                                                                                                                                |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                              |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Production and Distribution of Writing                                                                                                                                                 |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                   |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                          |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                              |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Research to Build and Present Knowledge                                                                                                                                                |

|                                  |                                             |                                                                                                                                                                                                                         |
|----------------------------------|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.9      | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                       |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.       | College and Career Readiness Anchor Standards for Writing                                                                                                                                                               |
| PERFORMANCE STANDARD / MODE      |                                             | Range of Writing                                                                                                                                                                                                        |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0 | 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.EL<br>A-<br>Literacy.<br>CCRA.SL.      | College and Career Readiness Anchor Standards for Speaking and Listening                                                                                                                                                |
| PERFORMANCE STANDARD / MODE      |                                             | Comprehension and Collaboration                                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.       | College and Career Readiness Anchor Standards for Language                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                             | Knowledge of Language                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.       | College and Career Readiness Anchor Standards for Language                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                             | Vocabulary Acquisition and Use                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL A-Literacy.C CRA.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.           |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI .7.</b>          | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                              | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                                      |
| EXPECTATION / SUBSTRAND                 | RI.7.1.                      | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                           |
| EXPECTATION / SUBSTRAND                 | RI.7.3.                      | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).                                                                                                                                                                        |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI .7.</b>          | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                              | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION / SUBSTRAND                 | RI.7.4.                      | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) CA                                                                          |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 7.</b>           | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                              | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                                    |
| EXPECTATION / SUBSTRAND                 | W.7.2.                       | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                                                                                  |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.a.                     | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.b.                     | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                                              |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.c.                     | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                                            |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.d.                     | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                                         |

|                                                 |                         |                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.2.f.                | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                                             |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                  |
| EXPECTATION /<br>SUBSTRAND                      | W.7.4.                  | 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 /<br>SUBSTRAND                      | W.7.5.                  | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| EXPECTATION /<br>SUBSTRAND                      | W.7.8.                  | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                                    |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>W.7.9.</b>           | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>                                                                                                                                                                                                                                       |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.9.b.                | Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").                                                                                                     |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND                      | W.7.10.                 | 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 discipline-specific tasks, purposes, and audiences.                                                                                                                          |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.SL<br/>.7.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                                                                        |

|                                    |                |                                                                                                                                                                                                                                    |
|------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |                | <b>Comprehension and Collaboration</b>                                                                                                                                                                                             |
| <b>EXPECTATION / SUBSTRAND</b>     | <b>SL.7.1.</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |

|                                |           |                                                                                                                                                                                                                         |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.7.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                    |
|--------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                                              |
|--------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.7.1.c. | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. |
|--------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                              |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.7.1.d. | Acknowledge new information expressed by others and, when warranted, modify their own views. |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 7.**      **Language Standards**

|                                    |               |                                                                                                     |
|------------------------------------|---------------|-----------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |               | <b>Knowledge of Language</b>                                                                        |
| <b>EXPECTATION / SUBSTRAND</b>     | <b>L.7.3.</b> | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |

|                                |          |                                                                                                                     |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 7.**      **Language Standards**

|                                    |               |                                                                                                                                                                               |
|------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |               | <b>Vocabulary Acquisition and Use</b>                                                                                                                                         |
| <b>EXPECTATION / SUBSTRAND</b>     | <b>L.7.4.</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b> |

|                                |          |                                                                                                                                                               |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                                                                                 |
|--------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.7.4.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. 7.**      **Language Standards**

| PERFORMANCE STANDARD / MODE |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
|-----------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | L.7.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## California Content Standards

### Language Arts

Grade 8 - Adopted: 2013

| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A-Literacy. CCRA.R.  | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
|----------------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE STANDARD / MODE      |                              | Key Ideas and Details                                                                                                                                                                       |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                  |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                                                                                           |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A-Literacy. CCRA.R.  | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                              | Craft and Structure                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.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.EL A-Literacy. CCRA.R.  | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                              | Integration of Knowledge and Ideas                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.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.EL A-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.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                           |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                         | Text Types and Purposes                                                                                                                                                                |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                         | Production and Distribution of Writing                                                                                                                                                 |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                   |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                          |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                         | Research to Build and Present Knowledge                                                                                                                                                |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.9  | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                      |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                         | Range of Writing                                                                                                                                                                       |

|                                  |                                             |                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0 | 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.EL<br>A-<br>Literacy.<br>CCRA.SL.      | College and Career Readiness Anchor Standards for Speaking and Listening                                                                                                                                                                                                                                                                |
| PERFORMANCE STANDARD / MODE      |                                             | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.       | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                             | Knowledge of Language                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.       | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                             | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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<br>.8.                             | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                                |
| PERFORMANCE STANDARD / MODE      |                                             | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | RI.8.1.                                     | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                           |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.RI .8.**      **Reading Standards for Informational Text**

| PERFORMANCE STANDARD / MODE |         | Craft and Structure                                                                                                                                                                                                                                                                                                      |
|-----------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | RI.8.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 8.**      **Writing Standards**

| PERFORMANCE STANDARD / MODE    |          | Text Types and Purposes                                                                                                                                                                                                                                                      |
|--------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | W.8.2.   | Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA   |
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.a. | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                            |
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                            |
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                    |
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                           |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 8.**      **Writing Standards**

| PERFORMANCE STANDARD / MODE |        | Production and Distribution of Writing                                                                                                                                                                                                                                                                                                         |
|-----------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | W.8.4. | 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.8.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 8. Writing Standards**

|                                    |  |                                                |
|------------------------------------|--|------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Research to Build and Present Knowledge</b> |
|------------------------------------|--|------------------------------------------------|

|                         |        |                                                                                                                                                                                                                                                                                             |
|-------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | W.8.8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
|-------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 8. Writing Standards**

|                                    |  |                         |
|------------------------------------|--|-------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Range of Writing</b> |
|------------------------------------|--|-------------------------|

|                         |         |                                                                                                                                                                                                                       |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | W.8.10. | 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 discipline-specific tasks, purposes, and audiences. |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.SL .8. Speaking and Listening Standards**

|                                    |  |                                        |
|------------------------------------|--|----------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Comprehension and Collaboration</b> |
|------------------------------------|--|----------------------------------------|

|                         |         |                                                                                                                                                                                                                                    |
|-------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | SL.8.1. | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |
|-------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                                                                                         |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                        |
|--------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                          |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                              |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 8. Language Standards**

|                                    |  |                                         |
|------------------------------------|--|-----------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Conventions of Standards English</b> |
|------------------------------------|--|-----------------------------------------|

|                         |        |                                                                                                               |
|-------------------------|--------|---------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | L.8.1. | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |
|-------------------------|--------|---------------------------------------------------------------------------------------------------------------|

|                                                 |                        |                                                                                                                                                                                                              |
|-------------------------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.8.1.d.               | Recognize and correct inappropriate shifts in verb voice and mood.                                                                                                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>8.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.8.4.</b>          | <b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>                                 |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.8.4.a.               | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.8.4.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).                                                              |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>8.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND                      | L.8.6.                 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

### Lesson 05: Unit 3 Retelling Narrative Stories, p. 45-52

## California Content Standards

### Language Arts

Grade 6 - Adopted: 2013

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

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |                                        | Craft and Structure                                                                                                                                                                         |
|-----------------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |                                        | Integration of Knowledge and Ideas                                                                                                 |
|-----------------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |                                         | Range of Reading and Level of Text Complexity                                                |
|-----------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |                                        | Text Types and Purposes                                                                                                                                                                |
|-----------------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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 /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. |
|----------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                         |                                                  |                                                                                                                                                                                                   |
|-----------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Production and Distribution of Writing</b>                                                                                                                                                     |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4           | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5           | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Research to Build and Present Knowledge</b>                                                                                                                                                    |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.9           | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Range of Writing</b>                                                                                                                                                                           |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0      | 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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Comprehension and Collaboration</b>                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.        |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b>  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Knowledge of Language</b>                                                                                                                                                                      |

|                                         |                                                 |                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.                                                                                                                                         |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R<br/>L.6.</b>                         | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | RL.6.1.                                         | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | RL.6.2.                                         | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                                                                                                                                              |
| EXPECTATION / SUBSTRAND                 | RL.6.3.                                         | Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.                                                                                                                                                                |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R<br/>L.6.</b>                         | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                              |
| EXPECTATION / SUBSTRAND                 | RL.6.5.                                         | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.                                                                                                                                                               |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R<br/>L.6.</b>                         | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                                                                                                                    |

|                                         |                     |                                                                                                                                                                                                                                                                                 |
|-----------------------------------------|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | RL.6.10.            | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.                                                                     |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                  |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>W.6.3.</b>       | <b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>                                                                                                         |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.3.a.            | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.                                                                                                           |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.3.c.            | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.                                                                                                                                         |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.3.d.            | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.                                                                                                                                                             |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.3.e.            | Provide a conclusion that follows from the narrated experiences or events.                                                                                                                                                                                                      |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | W.6.4.              | 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.6.5.              | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Range of Writing</b>                                                                                                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND                 | W.6.10.             | 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 discipline-specific tasks, purposes, and audiences.                                                           |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.SL .6.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                         |

|                                    |                |                                                                                                                                                                                                                                    |
|------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |                | <b>Comprehension and Collaboration</b>                                                                                                                                                                                             |
| <b>EXPECTATION / SUBSTRAND</b>     | <b>SL.6.1.</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |

|                                |           |                                                                                                                                                                                                                   |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.6.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                  |
|--------------------------------|-----------|------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
|--------------------------------|-----------|------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                      |
|--------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.6.1.c. | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
|--------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                            |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------|

|                                         |                    |                           |
|-----------------------------------------|--------------------|---------------------------|
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L. 6.</b> | <b>Language Standards</b> |
|-----------------------------------------|--------------------|---------------------------|

|                                    |               |                                                                                                               |
|------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |               | <b>Conventions of Standards English</b>                                                                       |
| <b>EXPECTATION / SUBSTRAND</b>     | <b>L.6.1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |

|                                |          |                                                                                          |
|--------------------------------|----------|------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.6.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
|--------------------------------|----------|------------------------------------------------------------------------------------------|

|                                |          |                                                                                                                                                                           |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.6.1.e. | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                         |                    |                           |
|-----------------------------------------|--------------------|---------------------------|
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L. 6.</b> | <b>Language Standards</b> |
|-----------------------------------------|--------------------|---------------------------|

|                                    |               |                                                                                                                           |
|------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |               | <b>Conventions of Standards English</b>                                                                                   |
| <b>EXPECTATION / SUBSTRAND</b>     | <b>L.6.2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |

|                                |          |                                                                                                 |
|--------------------------------|----------|-------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.6.2.a. | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |
|--------------------------------|----------|-------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 6.**      **Language Standards**

|                                    |               |                                                                                                                                                                               |
|------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |               | <b>Vocabulary Acquisition and Use</b>                                                                                                                                         |
| <b>EXPECTATION / SUBSTRAND</b>     | <b>L.6.4.</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b> |
| FOUNDATION / PROFICIENCY LEVEL     | L.6.4.a.      | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                 |

|                                |          |                                                                                                                                                 |
|--------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.6.4.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. 6.**      **Language Standards**

|                                    |  |                                       |
|------------------------------------|--|---------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|------------------------------------|--|---------------------------------------|

|                         |        |                                                                                                                                                                                                              |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## California Content Standards

### Language Arts

Grade 7 - Adopted: 2013

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

|                                    |  |                              |
|------------------------------------|--|------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Key Ideas and Details</b> |
|------------------------------------|--|------------------------------|

|                         |                              |                                                                                                                            |
|-------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|-------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------|

|                         |                              |                                                                                                   |
|-------------------------|------------------------------|---------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
|-------------------------|------------------------------|---------------------------------------------------------------------------------------------------|

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

|                                    |  |                            |
|------------------------------------|--|----------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Craft and Structure</b> |
|------------------------------------|--|----------------------------|

|                                        |                                         |                                                                                                                                                                                             |
|----------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Integration of Knowledge and Ideas                                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                          |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Range of Reading and Level of Text Complexity                                                                                                                                               |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Text Types and Purposes                                                                                                                                                                     |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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 /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.3  | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.                                      |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Production and Distribution of Writing                                                                                                                                                      |

|                                        |                                             |                                                                                                                                                                                                   |
|----------------------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4      | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5      | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.       | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                             | <b>Research to Build and Present Knowledge</b>                                                                                                                                                    |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.9      | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.       | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                             | <b>Range of Writing</b>                                                                                                                                                                           |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0 | 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<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.SL.      | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                   |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                             | <b>Comprehension and Collaboration</b>                                                                                                                                                            |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.L.       | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                 |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                             | <b>Knowledge of Language</b>                                                                                                                                                                      |

|                                         |                                                 |                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.                                                                                                                                         |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R<br/>L.7.</b>                         | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | RL.7.1.                                         | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND                 | RL.7.3.                                         | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).                                                                                                                                                                                                                         |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R<br/>L.7.</b>                         | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                              |
| EXPECTATION / SUBSTRAND                 | RL.7.5.                                         | Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.                                                                                                                                                                                                                                 |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R<br/>L.7.</b>                         | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                                                                                                                    |
| EXPECTATION / SUBSTRAND                 | RL.7.10.                                        | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.                                                                                                                             |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 7. Writing Standards**

| PERFORMANCE STANDARD / MODE |        | Text Types and Purposes                                                                                                                                                   |
|-----------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | W.7.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

FOUNDATION / PROFICIENCY LEVEL      W.7.2.a.      Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 7. Writing Standards**

| PERFORMANCE STANDARD / MODE |        | Text Types and Purposes                                                                                                                                          |
|-----------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | W.7.3. | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |

FOUNDATION / PROFICIENCY LEVEL      W.7.3.c.      Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

FOUNDATION / PROFICIENCY LEVEL      W.7.3.e.      Provide a conclusion that follows from and reflects on the narrated experiences or events.

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 7. Writing Standards**

| PERFORMANCE STANDARD / MODE |  | Production and Distribution of Writing |
|-----------------------------|--|----------------------------------------|
|-----------------------------|--|----------------------------------------|

EXPECTATION / SUBSTRAND      W.7.4.      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.7.5.      With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 7. Writing Standards**

| PERFORMANCE STANDARD / MODE |  | Research to Build and Present Knowledge |
|-----------------------------|--|-----------------------------------------|
|-----------------------------|--|-----------------------------------------|

EXPECTATION / SUBSTRAND      W.7.8.      Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 7. Writing Standards**

| PERFORMANCE STANDARD / MODE |         | Range of Writing                                                                                                                                                                                                      |
|-----------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | W.7.10. | 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 discipline-specific tasks, purposes, and audiences. |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.SL .7. Speaking and Listening Standards**

| PERFORMANCE STANDARD / MODE    |           | Comprehension and Collaboration                                                                                                                                                                                             |
|--------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | SL.7.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| FOUNDATION / PROFICIENCY LEVEL | SL.7.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.     |
| FOUNDATION / PROFICIENCY LEVEL | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                          |
| FOUNDATION / PROFICIENCY LEVEL | SL.7.1.c. | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                                |
| FOUNDATION / PROFICIENCY LEVEL | SL.7.1.d. | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                                |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 7. Language Standards**

| PERFORMANCE STANDARD / MODE    |          | Knowledge of Language                                                                                               |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | L.7.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.                        |
| FOUNDATION / PROFICIENCY LEVEL | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 7. Language Standards**

| PERFORMANCE STANDARD / MODE |  | Vocabulary Acquisition and Use |
|-----------------------------|--|--------------------------------|
|-----------------------------|--|--------------------------------|

|                                  |             |                                                                                                                                                                                                              |
|----------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | L.7.4.      | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.                                       |
| FOUNDATION / PROFICIENCY LEVEL   | L.7.4.a.    | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                |
| FOUNDATION / PROFICIENCY LEVEL   | L.7.4.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. 7. | Language Standards                                                                                                                                                                                           |
| PERFORMANCE STANDARD / MODE      |             | Vocabulary Acquisition and Use                                                                                                                                                                               |
| EXPECTATION / SUBSTRAND          | L.7.6.      | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## California Content Standards

### Language Arts

Grade 8 - Adopted: 2013

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

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                           |
|--------------------------------------------|--|-------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Integration of Knowledge and Ideas</b> |
|--------------------------------------------|--|-------------------------------------------|

|                            |                                        |                                                                                                                                    |
|----------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|----------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                                      |
|--------------------------------------------|--|------------------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|--------------------------------------------|--|------------------------------------------------------|

|                            |                                         |                                                                                              |
|----------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
|----------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                |
|--------------------------------------------|--|--------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Text Types and Purposes</b> |
|--------------------------------------------|--|--------------------------------|

|                            |                                        |                                                                                                                                                                                        |
|----------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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 /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. |
|----------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                               |
|--------------------------------------------|--|-----------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Production and Distribution of Writing</b> |
|--------------------------------------------|--|-----------------------------------------------|

|                            |                                        |                                                                                                                                      |
|----------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|----------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|

|                            |                                        |                                                                                                               |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                                |
|--------------------------------------------|--|------------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--------------------------------------------|--|------------------------------------------------|

|                            |                                        |                                                                                                   |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                         |
|--------------------------------------------|--|-------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Range of Writing</b> |
|--------------------------------------------|--|-------------------------|

|                            |                                             |                                                                                                                                                                                                   |
|----------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0 | 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. |
|----------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                  |                                                                                 |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|

|                                            |  |                                        |
|--------------------------------------------|--|----------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Comprehension and Collaboration</b> |
|--------------------------------------------|--|----------------------------------------|

|                            |                                         |                                                                                                                                                                                            |
|----------------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                   |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b> |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|

|                                            |  |                              |
|--------------------------------------------|--|------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Knowledge of Language</b> |
|--------------------------------------------|--|------------------------------|

|                            |                                        |                                                                                                                                                                                                 |
|----------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                   |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b> |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|

|                                            |  |                                       |
|--------------------------------------------|--|---------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--------------------------------------------|--|---------------------------------------|

|                                         |                              |                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | CCSS.EL A-Literacy.C CRA.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.EL A-Literacy.C CRA.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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R L.8.</b>          | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                              | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | RL.8.1.                      | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                           |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R L.8.</b>          | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                              | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                              |
| EXPECTATION / SUBSTRAND                 | RL.8.4.                      | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA                            |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R L.8.</b>          | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                              | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                                                                                                                    |
| EXPECTATION / SUBSTRAND                 | RL.8.10.                     | By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.                                                                                                                                                        |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 8.</b>           | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                |
| <b>PERFORMANCE STANDARD / MODE</b>      |                              | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND                 | W.8.2.                       | Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA                                                              |
| FOUNDATION / PROFICIENCY LEVEL          | W.8.2.a.                     | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA                                                            |

|                                                 |                        |                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.8.2.b.               | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                              |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>8.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                                 |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>W.8.3.</b>          | <b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>                                                                                                                                                                        |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.8.3.c.               | Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.                                                                                                                                                  |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.8.3.e.               | Provide a conclusion that follows from and reflects on the narrated experiences or events.                                                                                                                                                                                                                                                     |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>8.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                  |
| EXPECTATION /<br>SUBSTRAND                      | W.8.4.                 | 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 /<br>SUBSTRAND                      | W.8.5.                 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>8.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| EXPECTATION /<br>SUBSTRAND                      | W.8.8.                 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                                    |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>8.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND                      | W.8.10.                | 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 discipline-specific tasks, purposes, and audiences.                                                                                                                          |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.SL.8.**      **Speaking and Listening Standards**

| PERFORMANCE STANDARD / MODE    |           | Comprehension and Collaboration                                                                                                                                                                                             |
|--------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | SL.8.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.     |
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                      |
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                    |
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L.8.**      **Language Standards**

| PERFORMANCE STANDARD / MODE    |          | Conventions of Standards English                                                                       |
|--------------------------------|----------|--------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | L.8.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| FOUNDATION / PROFICIENCY LEVEL | L.8.1.d. | Recognize and correct inappropriate shifts in verb voice and mood.                                     |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L.8.**      **Language Standards**

| PERFORMANCE STANDARD / MODE    |          | Vocabulary Acquisition and Use                                                                                                                                        |
|--------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | L.8.4.   | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. |
| FOUNDATION / PROFICIENCY LEVEL | L.8.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.         |
| FOUNDATION / PROFICIENCY LEVEL | L.8.4.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. 8.**      **Language Standards**

|                                    |  |                                       |
|------------------------------------|--|---------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|------------------------------------|--|---------------------------------------|

|                         |        |                                                                                                                                                                                                              |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | L.8.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Lesson 06: Unit 3 Retelling Narrative Stories, p. 53-60

**California Content Standards**

**Language Arts**

Grade 6 - Adopted: 2013

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

|                                    |  |                              |
|------------------------------------|--|------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Key Ideas and Details</b> |
|------------------------------------|--|------------------------------|

|                         |                              |                                                                                                                            |
|-------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|-------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------|

|                         |                              |                                                                                                   |
|-------------------------|------------------------------|---------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
|-------------------------|------------------------------|---------------------------------------------------------------------------------------------------|

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

|                                    |  |                            |
|------------------------------------|--|----------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Craft and Structure</b> |
|------------------------------------|--|----------------------------|

|                         |                              |                                                                                                                                                                                             |
|-------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.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.EL A-Literacy. CCRA.R.**      **College and Career Readiness Anchor Standards for Reading**

|                                    |  |                                           |
|------------------------------------|--|-------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Integration of Knowledge and Ideas</b> |
|------------------------------------|--|-------------------------------------------|

|                                  |                                         |                                                                                                                                                                                        |
|----------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                         | Range of Reading and Level of Text Complexity                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                           |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                         | Text Types and Purposes                                                                                                                                                                |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                         | Production and Distribution of Writing                                                                                                                                                 |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                   |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                          |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                              |

|                                                 |                                                  |                                                                                                                                                                                                                         |
|-------------------------------------------------|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.9           | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                       |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                                        |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Range of Writing</b>                                                                                                                                                                                                 |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0      | 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.                       |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                                         |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Comprehension and Collaboration</b>                                                                                                                                                                                  |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.                              |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b>  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Knowledge of Language</b>                                                                                                                                                                                            |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.                         |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b>  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.CRA.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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R L.6.</b>       | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                           | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | RL.6.1.                   | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | RL.6.2.                   | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                                                                                                                                              |
| EXPECTATION / SUBSTRAND                 | RL.6.3.                   | Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.                                                                                                                                                                |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R L.6.</b>       | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                           | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                              |
| EXPECTATION / SUBSTRAND                 | RL.6.5.                   | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.                                                                                                                                                               |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R L.6.</b>       | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                           | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                                                                                                                    |
| EXPECTATION / SUBSTRAND                 | RL.6.10.                  | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.                                                                                                                             |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b>        | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                |
| <b>PERFORMANCE STANDARD / MODE</b>      |                           | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND                 | W.6.3.                    | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.                                                                                                                                                                        |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.3.a.                  | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.                                                                                                                                                                   |

|                                                 |                         |                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.6.3.c.                | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.                                                                                                                                         |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.6.3.d.                | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.                                                                                                                                                             |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.6.3.e.                | Provide a conclusion that follows from the narrated experiences or events.                                                                                                                                                                                                      |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND                      | W.6.4.                  | 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 /<br>SUBSTRAND                      | W.6.5.                  | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Range of Writing</b>                                                                                                                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND                      | W.6.10.                 | 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 discipline-specific tasks, purposes, and audiences.                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.SL<br/>.6.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                         |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                          |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>SL.6.1.</b>          | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                                              |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.a.               | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                               |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.b.               | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                |

|                                                 |                        |                                                                                                                                                                               |
|-------------------------------------------------|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.c.              | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                          |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.d.              | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                    |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                     |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Conventions of Standards English</b>                                                                                                                                       |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.6.1.</b>          | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                 |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.1.d.               | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                      |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.1.e.               | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.     |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                     |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Conventions of Standards English</b>                                                                                                                                       |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.6.2.</b>          | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.2.a.               | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.                                                                               |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                     |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                         |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.6.4.</b>          | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b> |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.4.a.               | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                 |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.4.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.  
6.**

**Language Standards**

**PERFORMANCE  
STANDARD /  
MODE**

**Vocabulary Acquisition and Use**

EXPECTATION /  
SUBSTRAND

L.6.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## California Content Standards

### Language Arts

Grade 7 - Adopted: 2013

**CONTENT  
STANDARD /  
DOMAIN / PART**

**CCSS.EL  
A-  
Literacy.  
CCRA.R.**

**College and Career Readiness Anchor Standards for Reading**

**PERFORMANCE  
STANDARD /  
MODE**

**Key Ideas and Details**

EXPECTATION /  
SUBSTRAND

CCSS.EL  
A-  
Literacy.C  
CRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION /  
SUBSTRAND

CCSS.EL  
A-  
Literacy.C  
CRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**CONTENT  
STANDARD /  
DOMAIN / PART**

**CCSS.EL  
A-  
Literacy.  
CCRA.R.**

**College and Career Readiness Anchor Standards for Reading**

**PERFORMANCE  
STANDARD /  
MODE**

**Craft and Structure**

EXPECTATION /  
SUBSTRAND

CCSS.EL  
A-  
Literacy.C  
CRA.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.EL  
A-  
Literacy.  
CCRA.R.**

**College and Career Readiness Anchor Standards for Reading**

**PERFORMANCE  
STANDARD /  
MODE**

**Integration of Knowledge and Ideas**

EXPECTATION /  
SUBSTRAND

CCSS.EL  
A-  
Literacy.C  
CRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                                      |
|--------------------------------------------|--|------------------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|--------------------------------------------|--|------------------------------------------------------|

|                            |                                         |                                                                                              |
|----------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
|----------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                |
|--------------------------------------------|--|--------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Text Types and Purposes</b> |
|--------------------------------------------|--|--------------------------------|

|                            |                                        |                                                                                                                                                                                        |
|----------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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 /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. |
|----------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                               |
|--------------------------------------------|--|-----------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Production and Distribution of Writing</b> |
|--------------------------------------------|--|-----------------------------------------------|

|                            |                                        |                                                                                                                                      |
|----------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|----------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|

|                            |                                        |                                                                                                               |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                                |
|--------------------------------------------|--|------------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--------------------------------------------|--|------------------------------------------------|

|                                  |                                             |                                                                                                                                                                                                                         |
|----------------------------------|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.9      | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                       |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.       | College and Career Readiness Anchor Standards for Writing                                                                                                                                                               |
| PERFORMANCE STANDARD / MODE      |                                             | Range of Writing                                                                                                                                                                                                        |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0 | 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.EL<br>A-<br>Literacy.<br>CCRA.SL.      | College and Career Readiness Anchor Standards for Speaking and Listening                                                                                                                                                |
| PERFORMANCE STANDARD / MODE      |                                             | Comprehension and Collaboration                                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.       | College and Career Readiness Anchor Standards for Language                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                             | Knowledge of Language                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.       | College and Career Readiness Anchor Standards for Language                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                             | Vocabulary Acquisition and Use                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.CRA.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.           |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R L.7.</b>       | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                                                           |
| <b>PERFORMANCE STANDARD / MODE</b>      |                           | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                                      |
| EXPECTATION / SUBSTRAND                 | RL.7.1.                   | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                           |
| EXPECTATION / SUBSTRAND                 | RL.7.3.                   | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).                                                                                                                                                                                                                                   |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R L.7.</b>       | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                                                           |
| <b>PERFORMANCE STANDARD / MODE</b>      |                           | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                                                                                                                              |
| EXPECTATION / SUBSTRAND                 | RL.7.10.                  | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.                                                                                                                                       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 7.</b>        | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                           | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                                    |
| EXPECTATION / SUBSTRAND                 | W.7.2.                    | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                                                         |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.a.                  | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 7.</b>        | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                           | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                                    |
| EXPECTATION / SUBSTRAND                 | W.7.3.                    | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.                                                                                                                                                                                  |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.3.c.                  | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.                                                                                                                                                                                                           |

|                                                 |                         |                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.3.e.                | Provide a conclusion that follows from and reflects on the narrated experiences or events.                                                                                                                                                                                                                                                     |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                  |
| EXPECTATION /<br>SUBSTRAND                      | W.7.4.                  | 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 /<br>SUBSTRAND                      | W.7.5.                  | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| EXPECTATION /<br>SUBSTRAND                      | W.7.8.                  | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                                    |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND                      | W.7.10.                 | 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 discipline-specific tasks, purposes, and audiences.                                                                                                                          |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.SL<br/>.7.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND                      | SL.7.1.                 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                                                                                    |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.a.               | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                                                                        |

|                                                 |                        |                                                                                                                                                                                                                     |
|-------------------------------------------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.b.              | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                  |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.c.              | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                        |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.d.              | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                        |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                                                           |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Knowledge of Language</b>                                                                                                                                                                                        |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.7.3.</b>          | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                                                                                                                 |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.3.a.               | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.                                                                                                 |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                                                           |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                               |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.7.4.</b>          | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>                                       |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.4.a.               | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                       |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.4.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).                                                                     |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                                                           |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                               |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.7.6.</b>          | <b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b> |

## California Content Standards

### Language Arts

Grade 8 - Adopted: 2013

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Key Ideas and Details |
|-----------------------------------|--|-----------------------|
|-----------------------------------|--|-----------------------|

|                            |                                        |                                                                                                                            |
|----------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|----------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------|

|                            |                                        |                                                                                                   |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Craft and Structure |
|-----------------------------------|--|---------------------|
|-----------------------------------|--|---------------------|

|                            |                                        |                                                                                                                                                                                             |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Integration of Knowledge and Ideas |
|-----------------------------------|--|------------------------------------|
|-----------------------------------|--|------------------------------------|

|                            |                                        |                                                                                                                                    |
|----------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|----------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Range of Reading and Level of Text Complexity |
|-----------------------------------|--|-----------------------------------------------|
|-----------------------------------|--|-----------------------------------------------|

|                            |                                         |                                                                                              |
|----------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
|----------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE STANDARD / MODE             |                                                 | Text Types and Purposes                                                                                                                                                                           |
|-----------------------------------------|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.W.3          | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.                                            |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| PERFORMANCE STANDARD / MODE             |                                                 | Production and Distribution of Writing                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4          | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5          | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| PERFORMANCE STANDARD / MODE             |                                                 | Research to Build and Present Knowledge                                                                                                                                                           |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.9          | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| PERFORMANCE STANDARD / MODE             |                                                 | Range of Writing                                                                                                                                                                                  |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |

|                                                 |                                                  |                                                                                 |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |                                         | Comprehension and Collaboration                                                                                                                                                            |
|-----------------------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |

|                                                 |                                                 |                                                                   |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b> |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |                                        | Knowledge of Language                                                                                                                                                                           |
|-----------------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |

|                                                 |                                                 |                                                                   |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b> |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |                                        | Vocabulary Acquisition and Use                                                                                                                                                                                          |
|-----------------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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 /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                         |                                         |
|-------------------------------------------------|-------------------------|-----------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.R<br/>L.8.</b> | <b>Reading Standards for Literature</b> |
|-------------------------------------------------|-------------------------|-----------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |         | Key Ideas and Details                                                                                                                         |
|-----------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | RL.8.1. | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |

|                                                 |                         |                                         |
|-------------------------------------------------|-------------------------|-----------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.R<br/>L.8.</b> | <b>Reading Standards for Literature</b> |
|-------------------------------------------------|-------------------------|-----------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Craft and Structure |
|-----------------------------------|--|---------------------|
|-----------------------------------|--|---------------------|

|                                         |                     |                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | RL.8.4.             | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R L.8.</b> | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                      |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND                 | RL.8.10.            | By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.                                                                                                                             |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                     |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                               |
| EXPECTATION / SUBSTRAND                 | W.8.2.              | Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA                                   |
| FOUNDATION / PROFICIENCY LEVEL          | W.8.2.a.            | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA                                 |
| FOUNDATION / PROFICIENCY LEVEL          | W.8.2.b.            | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                            |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                     |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                               |
| EXPECTATION / SUBSTRAND                 | W.8.3.              | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.                                                                                                                                             |
| FOUNDATION / PROFICIENCY LEVEL          | W.8.3.c.            | Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.                                                                                                                |
| FOUNDATION / PROFICIENCY LEVEL          | W.8.3.e.            | Provide a conclusion that follows from and reflects on the narrated experiences or events.                                                                                                                                                                                                                   |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                     |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                |

|                                         |                     |                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | W.8.4.              | 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.8.5.              | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND                 | W.8.8.              | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                                    |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION / SUBSTRAND                 | W.8.10.             | 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 discipline-specific tasks, purposes, and audiences.                                                                                                                          |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.SL .8.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                         |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>SL.8.1.</b>      | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                                                                                                             |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.a.           | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                                                                        |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.b.           | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                                         |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.c.           | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                                                                       |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.d.           | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                                                                   |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 8.**      **Language Standards**

| PERFORMANCE STANDARD / MODE |        | Conventions of Standards English                                                                       |
|-----------------------------|--------|--------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | L.8.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

FOUNDATION / PROFICIENCY LEVEL      L.8.1.b.      Form and use verbs in the active and passive voice.

FOUNDATION / PROFICIENCY LEVEL      L.8.1.d.      Recognize and correct inappropriate shifts in verb voice and mood.

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 8.**      **Language Standards**

| PERFORMANCE STANDARD / MODE |        | Vocabulary Acquisition and Use                                                                                                                                        |
|-----------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. |

FOUNDATION / PROFICIENCY LEVEL      L.8.4.a.      Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

FOUNDATION / PROFICIENCY LEVEL      L.8.4.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. 8.**      **Language Standards**

| PERFORMANCE STANDARD / MODE |  | Vocabulary Acquisition and Use |
|-----------------------------|--|--------------------------------|
|-----------------------------|--|--------------------------------|

EXPECTATION / SUBSTRAND      L.8.6.      Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 07: Unit 3 Retelling Narrative Stories, p. 61-70

**California Content Standards**

**Language Arts**

Grade 6 - Adopted: 2013

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

| PERFORMANCE STANDARD / MODE      |                                         | Key Ideas and Details                                                                                                                                                                       |
|----------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.2  | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                  |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.3  | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                                                                                           |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.R.   | <b>College and Career Readiness Anchor Standards for Reading</b>                                                                                                                            |
| PERFORMANCE STANDARD / MODE      |                                         | Craft and Structure                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.R.   | <b>College and Career Readiness Anchor Standards for Reading</b>                                                                                                                            |
| PERFORMANCE STANDARD / MODE      |                                         | Integration of Knowledge and Ideas                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.R.   | <b>College and Career Readiness Anchor Standards for Reading</b>                                                                                                                            |
| PERFORMANCE STANDARD / MODE      |                                         | Range of Reading and Level of Text Complexity                                                                                                                                               |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                            |
| PERFORMANCE STANDARD / MODE      |                                         | Text Types and Purposes                                                                                                                                                                     |

|                                                 |                                                  |                                                                                                                                                                                                   |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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 /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.3           | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.                                            |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Production and Distribution of Writing</b>                                                                                                                                                     |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4           | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5           | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Research to Build and Present Knowledge</b>                                                                                                                                                    |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.9           | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Range of Writing</b>                                                                                                                                                                           |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0      | 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. |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                   |

| PERFORMANCE STANDARD / MODE      |                               | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                         |
|----------------------------------|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.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.EL A-Literacy.CCRA.L.    | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                               | Knowledge of Language                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.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.EL A-Literacy.CCRA.L.    | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                               | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.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.EL A-Literacy.C CRA.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.R L.6.                  | Reading Standards for Literature                                                                                                                                                                                                                                                                                                        |
| PERFORMANCE STANDARD / MODE      |                               | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | RL.6.1.                       | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | RL.6.2.                       | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                                                                                                                                              |
| EXPECTATION / SUBSTRAND          | RL.6.3.                       | Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.                                                                                                                                                                |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.R L.6.                  | Reading Standards for Literature                                                                                                                                                                                                                                                                                                        |

|                                         |                     |                                                                                                                                                                                                                                                                                 |
|-----------------------------------------|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Craft and Structure</b>                                                                                                                                                                                                                                                      |
| EXPECTATION / SUBSTRAND                 | RL.6.5.             | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.                                                                                                       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R L.6.</b> | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                         |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | RL.6.10.            | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.                                                                     |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                  |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>W.6.3.</b>       | <b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>                                                                                                         |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.3.a.            | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.                                                                                                           |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.3.c.            | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.                                                                                                                                         |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.3.d.            | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.                                                                                                                                                             |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.3.e.            | Provide a conclusion that follows from the narrated experiences or events.                                                                                                                                                                                                      |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | W.6.4.              | 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.6.5.              | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 6. Writing Standards**

| PERFORMANCE STANDARD / MODE |  | Range of Writing |
|-----------------------------|--|------------------|
|-----------------------------|--|------------------|

|                         |         |                                                                                                                                                                                                                       |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | W.6.10. | 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 discipline-specific tasks, purposes, and audiences. |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.SL .6. Speaking and Listening Standards**

| PERFORMANCE STANDARD / MODE |         | Comprehension and Collaboration                                                                                                                                                                                             |
|-----------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | SL.6.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |

|                                |           |                                                                                                                                                                                                                   |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.6.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                  |
|--------------------------------|-----------|------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
|--------------------------------|-----------|------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                      |
|--------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.6.1.c. | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
|--------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                            |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 6. Language Standards**

| PERFORMANCE STANDARD / MODE |        | Conventions of Standards English                                                                       |
|-----------------------------|--------|--------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

|                                |          |                                                                                          |
|--------------------------------|----------|------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.6.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
|--------------------------------|----------|------------------------------------------------------------------------------------------|

|                                |          |                                                                                                                                                                           |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.6.1.e. | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 6. Language Standards**

|                             |        |                                                                                                                    |
|-----------------------------|--------|--------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE STANDARD / MODE |        | Conventions of Standards English                                                                                   |
| EXPECTATION / SUBSTRAND     | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

|                                |          |                                                                                                 |
|--------------------------------|----------|-------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.6.2.a. | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |
|--------------------------------|----------|-------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 6.**      **Language Standards**

|                             |        |                                                                                                                                                                        |
|-----------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE STANDARD / MODE |        | Vocabulary Acquisition and Use                                                                                                                                         |
| EXPECTATION / SUBSTRAND     | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |

|                                |          |                                                                                                                                                               |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                                                                                 |
|--------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.6.4.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. 6.**      **Language Standards**

|                             |  |                                |
|-----------------------------|--|--------------------------------|
| PERFORMANCE STANDARD / MODE |  | Vocabulary Acquisition and Use |
|-----------------------------|--|--------------------------------|

|                         |        |                                                                                                                                                                                                              |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## California Content Standards

### Language Arts

Grade 7 - Adopted: 2013

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

|                             |  |                       |
|-----------------------------|--|-----------------------|
| PERFORMANCE STANDARD / MODE |  | Key Ideas and Details |
|-----------------------------|--|-----------------------|

|                         |                              |                                                                                                                            |
|-------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|-------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------|

|                                  |                                         |                                                                                                                                                                                             |
|----------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.3  | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                                                                                           |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Craft and Structure                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Integration of Knowledge and Ideas                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Range of Reading and Level of Text Complexity                                                                                                                                               |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Text Types and Purposes                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.W.3  | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.                                      |

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                               |
|--------------------------------------------|--|-----------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Production and Distribution of Writing</b> |
|--------------------------------------------|--|-----------------------------------------------|

|                            |                                        |                                                                                                                                      |
|----------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|----------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|

|                            |                                        |                                                                                                               |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                                |
|--------------------------------------------|--|------------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--------------------------------------------|--|------------------------------------------------|

|                            |                                        |                                                                                                   |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                         |
|--------------------------------------------|--|-------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Range of Writing</b> |
|--------------------------------------------|--|-------------------------|

|                            |                                             |                                                                                                                                                                                                   |
|----------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0 | 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. |
|----------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                  |                                                                                 |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|

|                                            |  |                                        |
|--------------------------------------------|--|----------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Comprehension and Collaboration</b> |
|--------------------------------------------|--|----------------------------------------|

|                                         |                                                 |                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.                                                                                                                                              |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Knowledge of Language</b>                                                                                                                                                                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.                                                                                                                                         |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R<br/>L.7.</b>                         | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | RL.7.1.                                         | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND                 | RL.7.3.                                         | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).                                                                                                                                                                                                                         |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R<br/>L.7.</b>                         | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                                                                                                                    |

|                                         |                    |                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | RL.7.10.           | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.                                                                                                                                       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 7.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                                    |
| EXPECTATION / SUBSTRAND                 | W.7.2.             | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                                                         |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.a.           | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 7.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                                    |
| EXPECTATION / SUBSTRAND                 | W.7.3.             | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.                                                                                                                                                                                  |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.3.c.           | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.                                                                                                                                                                                                           |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.3.e.           | Provide a conclusion that follows from and reflects on the narrated experiences or events.                                                                                                                                                                                                                                                        |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 7.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND                 | W.7.4.             | 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.7.5.             | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)    |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 7.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                    |

|                                         |                     |                                                                                                                                                                                                                                                                                             |
|-----------------------------------------|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | W.7.8.              | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Range of Writing</b>                                                                                                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND                 | W.7.10.             | 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 discipline-specific tasks, purposes, and audiences.                                                                       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.SL .7.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                     |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                      |
| EXPECTATION / SUBSTRAND                 | SL.7.1.             | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                                 |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.a.           | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                     |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.b.           | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                          |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.c.           | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                                                                                                |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.d.           | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                                                                                                |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L. 7.</b>  | <b>Language Standards</b>                                                                                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Knowledge of Language</b>                                                                                                                                                                                                                                                                |
| EXPECTATION / SUBSTRAND                 | L.7.3.              | Use knowledge of language and its conventions when writing, speaking, reading, or listening.                                                                                                                                                                                                |
| FOUNDATION / PROFICIENCY LEVEL          | L.7.3.a.            | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.                                                                                                                                                                         |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L. 7.</b>  | <b>Language Standards</b>                                                                                                                                                                                                                                                                   |

|                                    |               |                                                                                                                                                                               |
|------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |               | <b>Vocabulary Acquisition and Use</b>                                                                                                                                         |
| <b>EXPECTATION / SUBSTRAND</b>     | <b>L.7.4.</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b> |

|                                |          |                                                                                                                                                               |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                                                                                 |
|--------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.7.4.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). |
|--------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|

|                                         |                    |                           |
|-----------------------------------------|--------------------|---------------------------|
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L. 7.</b> | <b>Language Standards</b> |
|-----------------------------------------|--------------------|---------------------------|

|                                    |  |                                       |
|------------------------------------|--|---------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|------------------------------------|--|---------------------------------------|

|                         |        |                                                                                                                                                                                                              |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | L.7.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## California Content Standards

### Language Arts

#### Grade 8 - Adopted: 2013

|                                         |                                    |                                                                  |
|-----------------------------------------|------------------------------------|------------------------------------------------------------------|
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL A-Literacy. CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-----------------------------------------|------------------------------------|------------------------------------------------------------------|

|                                    |  |                              |
|------------------------------------|--|------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Key Ideas and Details</b> |
|------------------------------------|--|------------------------------|

|                         |                              |                                                                                                                            |
|-------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|-------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------|

|                         |                              |                                                                                                   |
|-------------------------|------------------------------|---------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
|-------------------------|------------------------------|---------------------------------------------------------------------------------------------------|

|                                         |                                    |                                                                  |
|-----------------------------------------|------------------------------------|------------------------------------------------------------------|
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL A-Literacy. CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-----------------------------------------|------------------------------------|------------------------------------------------------------------|

|                                    |  |                            |
|------------------------------------|--|----------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Craft and Structure</b> |
|------------------------------------|--|----------------------------|

|                                        |                                         |                                                                                                                                                                                             |
|----------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Integration of Knowledge and Ideas                                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                          |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Range of Reading and Level of Text Complexity                                                                                                                                               |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Text Types and Purposes                                                                                                                                                                     |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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 /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.3  | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.                                      |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Production and Distribution of Writing                                                                                                                                                      |

|                                                 |                                                  |                                                                                                                                                                                                   |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4           | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5           | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Research to Build and Present Knowledge</b>                                                                                                                                                    |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.9           | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Range of Writing</b>                                                                                                                                                                           |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0      | 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. |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                   |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Comprehension and Collaboration</b>                                                                                                                                                            |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.        |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b>  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                 |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Knowledge of Language</b>                                                                                                                                                                      |

|                                         |                                                 |                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.                                                                                                                                         |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R<br/>L.8.</b>                         | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | RL.8.1.                                         | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                           |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R<br/>L.8.</b>                         | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                              |
| EXPECTATION / SUBSTRAND                 | RL.8.4.                                         | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA                            |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R<br/>L.8.</b>                         | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                                                                                                                    |
| EXPECTATION / SUBSTRAND                 | RL.8.10.                                        | By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.                                                                                                                                                        |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W.<br/>8.</b>                          | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                |

| PERFORMANCE STANDARD / MODE |        | Text Types and Purposes                                                                                                                                                                                                                                                    |
|-----------------------------|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | W.8.2. | Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA |

|                                |          |                                                                                                                                                                                                                                                                              |
|--------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.a. | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
|--------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                                                                   |
|--------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 8.      Writing Standards**

| PERFORMANCE STANDARD / MODE |        | Text Types and Purposes                                                                                                                                          |
|-----------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | W.8.3. | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |

|                                |          |                                                                                                                                                                                               |
|--------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.8.3.c. | Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. |
|--------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                            |
|--------------------------------|----------|--------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.8.3.e. | Provide a conclusion that follows from and reflects on the narrated experiences or events. |
|--------------------------------|----------|--------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 8.      Writing Standards**

| PERFORMANCE STANDARD / MODE |  | Production and Distribution of Writing |
|-----------------------------|--|----------------------------------------|
|-----------------------------|--|----------------------------------------|

|                         |        |                                                                                                                                                                                                                          |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | W.8.4. | 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.8.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) |
|-------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 8.      Writing Standards**

| PERFORMANCE STANDARD / MODE |  | Research to Build and Present Knowledge |
|-----------------------------|--|-----------------------------------------|
|-----------------------------|--|-----------------------------------------|

|                         |        |                                                                                                                                                                                                                                                                                             |
|-------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | W.8.8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
|-------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**

**CA.CC.W. 8. Writing Standards**

| PERFORMANCE STANDARD / MODE |  | Range of Writing |
|-----------------------------|--|------------------|
|-----------------------------|--|------------------|

|                         |         |                                                                                                                                                                                                                       |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | W.8.10. | 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 discipline-specific tasks, purposes, and audiences. |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**

**CA.CC.SL .8. Speaking and Listening Standards**

| PERFORMANCE STANDARD / MODE |  | Comprehension and Collaboration |
|-----------------------------|--|---------------------------------|
|-----------------------------|--|---------------------------------|

|                         |         |                                                                                                                                                                                                                             |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | SL.8.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                                                                                         |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                        |
|--------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                          |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                              |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**

**CA.CC.L. 8. Language Standards**

| PERFORMANCE STANDARD / MODE |  | Conventions of Standards English |
|-----------------------------|--|----------------------------------|
|-----------------------------|--|----------------------------------|

|                         |        |                                                                                                        |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | L.8.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------|

|                                |          |                                                     |
|--------------------------------|----------|-----------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.8.1.b. | Form and use verbs in the active and passive voice. |
|--------------------------------|----------|-----------------------------------------------------|

|                                |          |                                                                    |
|--------------------------------|----------|--------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.8.1.d. | Recognize and correct inappropriate shifts in verb voice and mood. |
|--------------------------------|----------|--------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**

**CA.CC.L. 8. Language Standards**

|                                         |                    |                                                                                                                                                                                                                     |
|-----------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                               |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>L.8.4.</b>      | <b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>                                        |
| FOUNDATION / PROFICIENCY LEVEL          | L.8.4.a.           | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                       |
| FOUNDATION / PROFICIENCY LEVEL          | L.8.4.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).                                                                     |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L. 8.</b> | <b>Language Standards</b>                                                                                                                                                                                           |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                               |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>L.8.6.</b>      | <b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b> |

### Lesson 08: Unit 3 Retelling Narrative Stories, p. 71-78

## California Content Standards

### Language Arts

Grade 6 - Adopted: 2013

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

|                                        |                                         |                                                                                                                                                                                             |
|----------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Integration of Knowledge and Ideas                                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                          |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Range of Reading and Level of Text Complexity                                                                                                                                               |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Text Types and Purposes                                                                                                                                                                     |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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 /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.3  | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.                                      |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Production and Distribution of Writing                                                                                                                                                      |

|                                                 |                                                  |                                                                                                                                                                                                   |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4           | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5           | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Research to Build and Present Knowledge</b>                                                                                                                                                    |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.9           | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Range of Writing</b>                                                                                                                                                                           |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0      | 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. |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                   |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Comprehension and Collaboration</b>                                                                                                                                                            |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.        |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b>  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                 |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Knowledge of Language</b>                                                                                                                                                                      |

|                                         |                                                 |                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.                                                                                                                                         |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R<br/>L.6.</b>                         | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | RL.6.1.                                         | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | RL.6.2.                                         | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                                                                                                                                              |
| EXPECTATION / SUBSTRAND                 | RL.6.3.                                         | Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.                                                                                                                                                                |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R<br/>L.6.</b>                         | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                              |
| EXPECTATION / SUBSTRAND                 | RL.6.5.                                         | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.                                                                                                                                                               |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R<br/>L.6.</b>                         | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                                                                                                                    |

|                                         |                    |                                                                                                                                                                                                                                                                                 |
|-----------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | RL.6.10.           | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.                                                                     |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                  |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>W.6.3.</b>      | <b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>                                                                                                         |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.3.a.           | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.                                                                                                           |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.3.c.           | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.                                                                                                                                         |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.3.d.           | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.                                                                                                                                                             |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.3.e.           | Provide a conclusion that follows from the narrated experiences or events.                                                                                                                                                                                                      |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | W.6.4.             | 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.6.5.             | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Range of Writing</b>                                                                                                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND                 | W.6.10.            | 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 discipline-specific tasks, purposes, and audiences.                                                           |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.SL .6.**      **Speaking and Listening Standards**

| PERFORMANCE STANDARD / MODE    |           | Comprehension and Collaboration                                                                                                                                                                                             |
|--------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | SL.6.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| FOUNDATION / PROFICIENCY LEVEL | SL.6.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.           |
| FOUNDATION / PROFICIENCY LEVEL | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                            |
| FOUNDATION / PROFICIENCY LEVEL | SL.6.1.c. | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                                                                        |
| FOUNDATION / PROFICIENCY LEVEL | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                                                  |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 6.**      **Language Standards**

| PERFORMANCE STANDARD / MODE    |          | Conventions of Standards English                                                                                                                                          |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | L.6.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                    |
| FOUNDATION / PROFICIENCY LEVEL | L.6.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                  |
| FOUNDATION / PROFICIENCY LEVEL | L.6.1.e. | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 6.**      **Language Standards**

| PERFORMANCE STANDARD / MODE    |          | Conventions of Standards English                                                                                   |
|--------------------------------|----------|--------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | L.6.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| FOUNDATION / PROFICIENCY LEVEL | L.6.2.a. | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.                    |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 6.**      **Language Standards**

| PERFORMANCE STANDARD / MODE    |          | Vocabulary Acquisition and Use                                                                                                                                         |
|--------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | L.6.4.   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |
| FOUNDATION / PROFICIENCY LEVEL | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.          |
| FOUNDATION / PROFICIENCY LEVEL | L.6.4.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. 6.**      **Language Standards**

| PERFORMANCE STANDARD / MODE |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
|-----------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## California Content Standards

### Language Arts

#### Grade 7 - Adopted: 2013

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

| PERFORMANCE STANDARD / MODE |                              | Key Ideas and Details                                                                                                      |
|-----------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | CCSS.EL A-Literacy.C CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| EXPECTATION / SUBSTRAND     | CCSS.EL A-Literacy.C CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                          |

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

| PERFORMANCE STANDARD / MODE |  | Craft and Structure |
|-----------------------------|--|---------------------|
|-----------------------------|--|---------------------|

|                                        |                                         |                                                                                                                                                                                             |
|----------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Integration of Knowledge and Ideas                                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                          |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Range of Reading and Level of Text Complexity                                                                                                                                               |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Text Types and Purposes                                                                                                                                                                     |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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 /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.3  | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.                                      |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Production and Distribution of Writing                                                                                                                                                      |

|                                  |                                             |                                                                                                                                                                                                   |
|----------------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4      | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5      | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.       | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| PERFORMANCE STANDARD / MODE      |                                             | <b>Research to Build and Present Knowledge</b>                                                                                                                                                    |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.9      | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.       | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| PERFORMANCE STANDARD / MODE      |                                             | <b>Range of Writing</b>                                                                                                                                                                           |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0 | 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.EL<br>A-<br>Literacy.<br>CCRA.SL.      | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                             | <b>Comprehension and Collaboration</b>                                                                                                                                                            |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.       | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                 |
| PERFORMANCE STANDARD / MODE      |                                             | <b>Knowledge of Language</b>                                                                                                                                                                      |

|                                         |                                                 |                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.                                                                                                                                         |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R<br/>L.7.</b>                         | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | RL.7.1.                                         | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND                 | RL.7.3.                                         | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).                                                                                                                                                                                                                         |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R<br/>L.7.</b>                         | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                                                                                                                    |
| EXPECTATION / SUBSTRAND                 | RL.7.10.                                        | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.                                                                                                                             |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b>                          | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND                 | W.7.2.                                          | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                                               |

|                                                 |                        |                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.2.a.               | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                                    |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>W.7.3.</b>          | <b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>                                                                                                                                                                           |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.3.c.               | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.                                                                                                                                                                                                           |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.3.e.               | Provide a conclusion that follows from and reflects on the narrated experiences or events.                                                                                                                                                                                                                                                        |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                     |
| EXPECTATION /<br>SUBSTRAND                      | W.7.4.                 | 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 /<br>SUBSTRAND                      | W.7.5.                 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)    |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                    |
| EXPECTATION /<br>SUBSTRAND                      | W.7.8.                 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                                       |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                           |

|                                         |                    |                                                                                                                                                                                                                                    |
|-----------------------------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | W.7.10.            | 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 discipline-specific tasks, purposes, and audiences.              |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.SL.7.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                            |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Comprehension and Collaboration</b>                                                                                                                                                                                             |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>SL.7.1.</b>     | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.a.          | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.            |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.b.          | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                 |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.c.          | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                                       |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.d.          | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                                       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L.7.</b>  | <b>Language Standards</b>                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Knowledge of Language</b>                                                                                                                                                                                                       |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>L.7.3.</b>      | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                                                                                                                                |
| FOUNDATION / PROFICIENCY LEVEL          | L.7.3.a.           | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.                                                                                                                |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L.7.</b>  | <b>Language Standards</b>                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                              |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>L.7.4.</b>      | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>                                                      |
| FOUNDATION / PROFICIENCY LEVEL          | L.7.4.a.           | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                                      |

|                                                 |                        |                                                                                                                                                                                                              |
|-------------------------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.4.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).                                                              |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND                      | L.7.6.                 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## California Content Standards

### Language Arts

Grade 8 - Adopted: 2013

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

|                                  |                                         |                                                                                                                                                                                        |
|----------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                         | Range of Reading and Level of Text Complexity                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                           |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                         | Text Types and Purposes                                                                                                                                                                |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                         | Production and Distribution of Writing                                                                                                                                                 |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                   |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                          |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                              |

|                                  |                               |                                                                                                                                                                                                                         |
|----------------------------------|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE STANDARD / MODE      |                               | Research to Build and Present Knowledge                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.W.9  | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                       |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A-Literacy. CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                                               |
| PERFORMANCE STANDARD / MODE      |                               | Range of Writing                                                                                                                                                                                                        |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.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.EL A-Literacy. CCRA.SL.  | College and Career Readiness Anchor Standards for Speaking and Listening                                                                                                                                                |
| PERFORMANCE STANDARD / MODE      |                               | Comprehension and Collaboration                                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.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.EL A-Literacy. CCRA.L.   | College and Career Readiness Anchor Standards for Language                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                               | Knowledge of Language                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.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.EL A-Literacy. CCRA.L.   | College and Career Readiness Anchor Standards for Language                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                               | Vocabulary Acquisition and Use                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.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.CRA.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.R L.8.              | Reading Standards for Literature                                                                                                                                                                                                                                                                                                        |
| PERFORMANCE STANDARD / MODE      |                           | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | RL.8.1.                   | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                           |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.R L.8.              | Reading Standards for Literature                                                                                                                                                                                                                                                                                                        |
| PERFORMANCE STANDARD / MODE      |                           | Craft and Structure                                                                                                                                                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND          | RL.8.4.                   | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA                            |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.R L.8.              | Reading Standards for Literature                                                                                                                                                                                                                                                                                                        |
| PERFORMANCE STANDARD / MODE      |                           | Range of Reading and Level of Text Complexity                                                                                                                                                                                                                                                                                           |
| EXPECTATION / SUBSTRAND          | RL.8.10.                  | By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.                                                                                                                                                        |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W. 8.               | Writing Standards                                                                                                                                                                                                                                                                                                                       |
| PERFORMANCE STANDARD / MODE      |                           | Text Types and Purposes                                                                                                                                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND          | W.8.2.                    | Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA                                                              |
| FOUNDATION / PROFICIENCY LEVEL   | W.8.2.a.                  | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA                                                            |
| FOUNDATION / PROFICIENCY LEVEL   | W.8.2.b.                  | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                       |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W. 8.               | Writing Standards                                                                                                                                                                                                                                                                                                                       |

|                                  |             |                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE STANDARD / MODE      |             | Text Types and Purposes                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION / SUBSTRAND          | W.8.3.      | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.                                                                                                                                                                               |
| FOUNDATION / PROFICIENCY LEVEL   | W.8.3.c.    | Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.                                                                                                                                                  |
| FOUNDATION / PROFICIENCY LEVEL   | W.8.3.e.    | Provide a conclusion that follows from and reflects on the narrated experiences or events.                                                                                                                                                                                                                                                     |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W.8.  | Writing Standards                                                                                                                                                                                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |             | Production and Distribution of Writing                                                                                                                                                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND          | W.8.4.      | 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.8.5.      | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W.8.  | Writing Standards                                                                                                                                                                                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |             | Research to Build and Present Knowledge                                                                                                                                                                                                                                                                                                        |
| EXPECTATION / SUBSTRAND          | W.8.8.      | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                                    |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W.8.  | Writing Standards                                                                                                                                                                                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |             | Range of Writing                                                                                                                                                                                                                                                                                                                               |
| EXPECTATION / SUBSTRAND          | W.8.10.     | 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 discipline-specific tasks, purposes, and audiences.                                                                                                                          |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.SL.8. | Speaking and Listening Standards                                                                                                                                                                                                                                                                                                               |
| PERFORMANCE STANDARD / MODE      |             | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                                |

|                                         |                    |                                                                                                                                                                                                                                    |
|-----------------------------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EXPECTATION / SUBSTRAND</b>          | <b>SL.8.1.</b>     | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.a.          | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.            |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.b.          | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                             |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.c.          | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                           |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.d.          | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L. 8.</b> | <b>Language Standards</b>                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Conventions of Standards English</b>                                                                                                                                                                                            |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>L.8.1.</b>      | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                                      |
| FOUNDATION / PROFICIENCY LEVEL          | L.8.1.b.           | Form and use verbs in the active and passive voice.                                                                                                                                                                                |
| FOUNDATION / PROFICIENCY LEVEL          | L.8.1.d.           | Recognize and correct inappropriate shifts in verb voice and mood.                                                                                                                                                                 |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L. 8.</b> | <b>Language Standards</b>                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                              |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>L.8.4.</b>      | <b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>                                                       |
| FOUNDATION / PROFICIENCY LEVEL          | L.8.4.a.           | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                                      |
| FOUNDATION / PROFICIENCY LEVEL          | L.8.4.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).                                                                                    |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L. 8.</b> | <b>Language Standards</b>                                                                                                                                                                                                          |

| PERFORMANCE STANDARD / MODE |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
|-----------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | L.8.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Lesson 09: Unit 4 Summarizing a Reference, p. 79-86

## California Content Standards

### Language Arts

Grade 6 - Adopted: 2013

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

| PERFORMANCE STANDARD / MODE |  | Key Ideas and Details |
|-----------------------------|--|-----------------------|
|-----------------------------|--|-----------------------|

|                         |                              |                                                                                                                            |
|-------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|-------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------|

|                         |                              |                                                                                                   |
|-------------------------|------------------------------|---------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
|-------------------------|------------------------------|---------------------------------------------------------------------------------------------------|

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

| PERFORMANCE STANDARD / MODE |  | Craft and Structure |
|-----------------------------|--|---------------------|
|-----------------------------|--|---------------------|

|                         |                              |                                                                                                                                                                                             |
|-------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.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.EL A-Literacy. CCRA.R.**      **College and Career Readiness Anchor Standards for Reading**

| PERFORMANCE STANDARD / MODE |  | Integration of Knowledge and Ideas |
|-----------------------------|--|------------------------------------|
|-----------------------------|--|------------------------------------|

|                         |                              |                                                                                                                                    |
|-------------------------|------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|-------------------------|------------------------------|------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                                      |
|--------------------------------------------|--|------------------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|--------------------------------------------|--|------------------------------------------------------|

|                            |                                         |                                                                                              |
|----------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
|----------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                |
|--------------------------------------------|--|--------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Text Types and Purposes</b> |
|--------------------------------------------|--|--------------------------------|

|                            |                                        |                                                                                                                                                                                        |
|----------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                               |
|--------------------------------------------|--|-----------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Production and Distribution of Writing</b> |
|--------------------------------------------|--|-----------------------------------------------|

|                            |                                        |                                                                                                                                      |
|----------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|----------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|

|                            |                                        |                                                                                                               |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                                |
|--------------------------------------------|--|------------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--------------------------------------------|--|------------------------------------------------|

|                            |                                        |                                                                                                   |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE STANDARD / MODE      |                            | Range of Writing                                                                                                                                                                                                                                                                                                                        |
|----------------------------------|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.ELA-Literacy.CRA.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.CRA.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.CRA.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.CRA.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.CRA.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.6                 | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                                |
| PERFORMANCE STANDARD / MODE      |                            | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |

|                                         |                     |                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | RI.6.1.             | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                      |
| EXPECTATION / SUBSTRAND                 | RI.6.2.             | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                                                                                                                          |
| EXPECTATION / SUBSTRAND                 | RI.6.3.             | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).                                                                                                                                                         |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI .6.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                            |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND                 | RI.6.4.             | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA                                                                                                     |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI .6.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                            |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                                                                                                                                  |
| EXPECTATION / SUBSTRAND                 | RI.6.7.             | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.                                                                                                                                |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                             |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>W.6.2.</b>       | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                                           |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.a.            | Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.b.            | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                       |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.c.            | Use appropriate transitions to clarify the relationships among ideas and concepts.                                                                                                                                                                                                                         |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.d.            | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                  |

|                                                 |                         |                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.6.2.f.                | Provide a concluding statement or section that follows from the information or explanation presented.                                                                                                                                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND                      | W.6.4.                  | 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 /<br>SUBSTRAND                      | W.6.5.                  | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Range of Writing</b>                                                                                                                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND                      | W.6.10.                 | 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 discipline-specific tasks, purposes, and audiences.                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.SL<br/>.6.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                         |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                          |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>SL.6.1.</b>          | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                                              |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.a.               | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                               |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.b.               | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.c.               | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                                                                                                                            |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.d.               | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                                                                                                      |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 6.**      **Language Standards**

| PERFORMANCE STANDARD / MODE    |          | Conventions of Standards English                                                                       |
|--------------------------------|----------|--------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | L.6.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| FOUNDATION / PROFICIENCY LEVEL | L.6.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).               |

|                                |          |                                                                                                                                                                           |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.6.1.e. | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 6.**      **Language Standards**

| PERFORMANCE STANDARD / MODE |        | Conventions of Standards English                                                                                   |
|-----------------------------|--------|--------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

|                                |          |                                                                                                 |
|--------------------------------|----------|-------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.6.2.a. | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |
|--------------------------------|----------|-------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 6.**      **Language Standards**

| PERFORMANCE STANDARD / MODE |        | Vocabulary Acquisition and Use                                                                                                                                         |
|-----------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |

|                                |          |                                                                                                                                                               |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                                                                                 |
|--------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.6.4.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. 6.**      **Language Standards**

| PERFORMANCE STANDARD / MODE |  | Vocabulary Acquisition and Use |
|-----------------------------|--|--------------------------------|
|-----------------------------|--|--------------------------------|

|                         |        |                                                                                                                                                                                                              |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

# California Content Standards

## Language Arts

Grade 7 - Adopted: 2013

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

**PERFORMANCE STANDARD / MODE**           **Key Ideas and Details**

EXPECTATION / SUBSTRAND      CCSS.EL A-Literacy.C CRA.R.2      Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / SUBSTRAND      CCSS.EL A-Literacy.C CRA.R.3      Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

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

**PERFORMANCE STANDARD / MODE**           **Craft and Structure**

EXPECTATION / SUBSTRAND      CCSS.EL A-Literacy.C CRA.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.EL A-Literacy. CCRA.R.**      **College and Career Readiness Anchor Standards for Reading**

**PERFORMANCE STANDARD / MODE**           **Integration of Knowledge and Ideas**

EXPECTATION / SUBSTRAND      CCSS.EL A-Literacy.C CRA.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.EL A-Literacy. CCRA.R.**      **College and Career Readiness Anchor Standards for Reading**

**PERFORMANCE STANDARD / MODE**           **Range of Reading and Level of Text Complexity**

|                                                 |                                                 |                                                                                                                                                                                        |
|-------------------------------------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10         | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Text Types and Purposes</b>                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Production and Distribution of Writing</b>                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4          | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                   |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5          | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                          |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Research to Build and Present Knowledge</b>                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.9          | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                      |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Range of Writing</b>                                                                                                                                                                |

|                                  |                                             |                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0 | 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.EL<br>A-<br>Literacy.<br>CCRA.SL.      | College and Career Readiness Anchor Standards for Speaking and Listening                                                                                                                                                                                                                                                                |
| PERFORMANCE STANDARD / MODE      |                                             | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.       | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                             | Knowledge of Language                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.       | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                             | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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<br>.7.                             | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                                |
| PERFORMANCE STANDARD / MODE      |                                             | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | RI.7.1.                                     | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                 |

|                                         |                    |                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | RI.7.3.            | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).                                                                                                                                                                        |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI.7.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION / SUBSTRAND                 | RI.7.4.            | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) CA                                                                          |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W.7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                                    |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>W.7.2.</b>      | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                                                                                  |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.a.           | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.b.           | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                                              |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.c.           | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                                            |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.d.           | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                                         |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.f.           | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                                                |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W.7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND                 | W.7.4.             | 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.7.5.              | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND                 | W.7.8.              | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                                    |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND                 | W.7.9.              | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                                                                                                                                              |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.9.b.            | Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").                                                                                                     |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION / SUBSTRAND                 | W.7.10.             | 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 discipline-specific tasks, purposes, and audiences.                                                                                                                          |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.SL .7.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND                 | SL.7.1.             | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                                                                                    |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.a.           | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                                                                        |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.b.           | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                                                             |

|                                                 |                        |                                                                                                                                                                                                                     |
|-------------------------------------------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.c.              | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                        |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.d.              | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                        |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                                                           |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Knowledge of Language</b>                                                                                                                                                                                        |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.7.3.</b>          | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                                                                                                                 |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.3.a.               | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.                                                                                                 |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                                                           |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                               |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.7.4.</b>          | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>                                       |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.4.a.               | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                       |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.4.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).                                                                     |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                                                           |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                               |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.7.6.</b>          | <b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b> |

## California Content Standards

### Language Arts

Grade 8 - Adopted: 2013

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE STANDARD / MODE      |                                         | Key Ideas and Details                                                                                                                                                                       |
|----------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.2  | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                  |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.3  | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                                                                                           |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Craft and Structure                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Integration of Knowledge and Ideas                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Range of Reading and Level of Text Complexity                                                                                                                                               |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Text Types and Purposes                                                                                                                                                                     |

|                                                 |                                                  |                                                                                                                                                                                                   |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.            |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Production and Distribution of Writing</b>                                                                                                                                                     |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4           | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5           | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Research to Build and Present Knowledge</b>                                                                                                                                                    |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.9           | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Range of Writing</b>                                                                                                                                                                           |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0      | 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. |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                   |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Comprehension and Collaboration</b>                                                                                                                                                            |

|                                  |                                         |                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.   | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                         | Knowledge of Language                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.   | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                         | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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<br>.8.                         | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                                |
| PERFORMANCE STANDARD / MODE      |                                         | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | RI.8.1.                                 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                           |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.RI<br>.8.                         | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                                |
| PERFORMANCE STANDARD / MODE      |                                         | Craft and Structure                                                                                                                                                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND          | RI.8.4.                                 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA                |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 8. Writing Standards**

| PERFORMANCE STANDARD / MODE    |          | Text Types and Purposes                                                                                                                                                                                                                                                      |
|--------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | W.8.2.   | Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA   |
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.a. | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                            |
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                            |
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                    |
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                           |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 8. Writing Standards**

| PERFORMANCE STANDARD / MODE |        | Production and Distribution of Writing                                                                                                                                                                                                                                                                                                         |
|-----------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | W.8.4. | 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.8.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 8. Writing Standards**

| PERFORMANCE STANDARD / MODE |        | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
|-----------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | W.8.8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

**CONTENT STANDARD / DOMAIN / PART**

**CA.CC.W. 8. Writing Standards**

| PERFORMANCE STANDARD / MODE |  | Range of Writing |
|-----------------------------|--|------------------|
|-----------------------------|--|------------------|

|                         |         |                                                                                                                                                                                                                       |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | W.8.10. | 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 discipline-specific tasks, purposes, and audiences. |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**

**CA.CC.SL .8. Speaking and Listening Standards**

| PERFORMANCE STANDARD / MODE |  | Comprehension and Collaboration |
|-----------------------------|--|---------------------------------|
|-----------------------------|--|---------------------------------|

|                         |         |                                                                                                                                                                                                                             |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | SL.8.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                                                                                         |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                        |
|--------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                          |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                              |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**

**CA.CC.L. 8. Language Standards**

| PERFORMANCE STANDARD / MODE |  | Conventions of Standards English |
|-----------------------------|--|----------------------------------|
|-----------------------------|--|----------------------------------|

|                         |        |                                                                                                        |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | L.8.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------|

|                                |          |                                                     |
|--------------------------------|----------|-----------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.8.1.b. | Form and use verbs in the active and passive voice. |
|--------------------------------|----------|-----------------------------------------------------|

|                                |          |                                                                    |
|--------------------------------|----------|--------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.8.1.d. | Recognize and correct inappropriate shifts in verb voice and mood. |
|--------------------------------|----------|--------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**

**CA.CC.L. 8. Language Standards**

|                                    |               |                                                                                                                                                                              |
|------------------------------------|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |               | <b>Vocabulary Acquisition and Use</b>                                                                                                                                        |
| <b>EXPECTATION / SUBSTRAND</b>     | <b>L.8.4.</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b> |

|                                |          |                                                                                                                                                               |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.8.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                                                                                 |
|--------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.8.4.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). |
|--------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|

|                                         |                    |                           |
|-----------------------------------------|--------------------|---------------------------|
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L. 8.</b> | <b>Language Standards</b> |
|-----------------------------------------|--------------------|---------------------------|

|                                    |  |                                       |
|------------------------------------|--|---------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|------------------------------------|--|---------------------------------------|

|                         |        |                                                                                                                                                                                                              |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | L.8.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Lesson 10: Unit 4 Summarizing a Reference, p. 87-96

**California Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2013**

|                                         |                                    |                                                                  |
|-----------------------------------------|------------------------------------|------------------------------------------------------------------|
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL A-Literacy. CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-----------------------------------------|------------------------------------|------------------------------------------------------------------|

|                                    |  |                              |
|------------------------------------|--|------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Key Ideas and Details</b> |
|------------------------------------|--|------------------------------|

|                         |                              |                                                                                                                            |
|-------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|-------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------|

|                         |                              |                                                                                                   |
|-------------------------|------------------------------|---------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
|-------------------------|------------------------------|---------------------------------------------------------------------------------------------------|

|                                         |                                    |                                                                  |
|-----------------------------------------|------------------------------------|------------------------------------------------------------------|
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL A-Literacy. CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-----------------------------------------|------------------------------------|------------------------------------------------------------------|

|                                    |  |                            |
|------------------------------------|--|----------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Craft and Structure</b> |
|------------------------------------|--|----------------------------|

|                                  |                                         |                                                                                                                                                                                             |
|----------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Integration of Knowledge and Ideas                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Range of Reading and Level of Text Complexity                                                                                                                                               |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Text Types and Purposes                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Production and Distribution of Writing                                                                                                                                                      |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                        |

|                                        |                                             |                                                                                                                                                                                                   |
|----------------------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5      | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.       | College and Career Readiness Anchor Standards for Writing                                                                                                                                         |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                             | Research to Build and Present Knowledge                                                                                                                                                           |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.9      | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.       | College and Career Readiness Anchor Standards for Writing                                                                                                                                         |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                             | Range of Writing                                                                                                                                                                                  |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0 | 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<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.SL.      | College and Career Readiness Anchor Standards for Speaking and Listening                                                                                                                          |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                             | Comprehension and Collaboration                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.L.       | College and Career Readiness Anchor Standards for Language                                                                                                                                        |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                             | Knowledge of Language                                                                                                                                                                             |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.   |

|                                                 |                                                 |                                                                   |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b> |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Vocabulary Acquisition and Use |
|-----------------------------------|--|--------------------------------|
|-----------------------------------|--|--------------------------------|

|                            |                                        |                                                                                                                                                                                                                         |
|----------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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 /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                         |                                                 |
|-------------------------------------------------|-------------------------|-------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.RI<br/>.6.</b> | <b>Reading Standards for Informational Text</b> |
|-------------------------------------------------|-------------------------|-------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Key Ideas and Details |
|-----------------------------------|--|-----------------------|
|-----------------------------------|--|-----------------------|

|                            |         |                                                                                                                       |
|----------------------------|---------|-----------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|----------------------------|---------|-----------------------------------------------------------------------------------------------------------------------|

|                            |         |                                                                                                                                                                   |
|----------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | RI.6.2. | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
|----------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                            |         |                                                                                                                                                    |
|----------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | RI.6.3. | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |
|----------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                         |                                                 |
|-------------------------------------------------|-------------------------|-------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.RI<br/>.6.</b> | <b>Reading Standards for Informational Text</b> |
|-------------------------------------------------|-------------------------|-------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Craft and Structure |
|-----------------------------------|--|---------------------|
|-----------------------------------|--|---------------------|

|                            |         |                                                                                                                                                                                                        |
|----------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA |
|----------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                         |                                                 |
|-------------------------------------------------|-------------------------|-------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.RI<br/>.6.</b> | <b>Reading Standards for Informational Text</b> |
|-------------------------------------------------|-------------------------|-------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Integration of Knowledge and Ideas |
|-----------------------------------|--|------------------------------------|
|-----------------------------------|--|------------------------------------|

|                            |         |                                                                                                                                                                             |
|----------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | RI.6.7. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
|----------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                        |                          |
|-------------------------------------------------|------------------------|--------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>6.</b> | <b>Writing Standards</b> |
|-------------------------------------------------|------------------------|--------------------------|

| PERFORMANCE STANDARD / MODE             |                     | Text Types and Purposes                                                                                                                                                                                                                                                                                    |
|-----------------------------------------|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | W.6.2.              | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                  |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.a.            | Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.b.            | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                       |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.c.            | Use appropriate transitions to clarify the relationships among ideas and concepts.                                                                                                                                                                                                                         |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.d.            | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                  |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.f.            | Provide a concluding statement or section that follows from the information or explanation presented.                                                                                                                                                                                                      |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                   |
| PERFORMANCE STANDARD / MODE             |                     | Production and Distribution of Writing                                                                                                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND                 | W.6.4.              | 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.6.5.              | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)                            |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                   |
| PERFORMANCE STANDARD / MODE             |                     | Range of Writing                                                                                                                                                                                                                                                                                           |
| EXPECTATION / SUBSTRAND                 | W.6.10.             | 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 discipline-specific tasks, purposes, and audiences.                                                                                      |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.SL .6.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                                    |
| PERFORMANCE STANDARD / MODE             |                     | Comprehension and Collaboration                                                                                                                                                                                                                                                                            |

|                                         |                    |                                                                                                                                                                                                                                    |
|-----------------------------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EXPECTATION / SUBSTRAND</b>          | <b>SL.6.1.</b>     | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.a.          | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                  |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.b.          | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                                   |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.c.          | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                                                                               |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.d.          | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                                                         |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L. 6.</b> | <b>Language Standards</b>                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Conventions of Standards English</b>                                                                                                                                                                                            |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>L.6.1.</b>      | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                                      |
| FOUNDATION / PROFICIENCY LEVEL          | L.6.1.d.           | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                                                                           |
| FOUNDATION / PROFICIENCY LEVEL          | L.6.1.e.           | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.                                                          |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L. 6.</b> | <b>Language Standards</b>                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Conventions of Standards English</b>                                                                                                                                                                                            |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>L.6.2.</b>      | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>                                                                                                          |
| FOUNDATION / PROFICIENCY LEVEL          | L.6.2.a.           | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.                                                                                                                                    |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L. 6.</b> | <b>Language Standards</b>                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                              |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>L.6.4.</b>      | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>                                                      |

|                                                 |                        |                                                                                                                                                                                                              |
|-------------------------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.4.a.               | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.4.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).                                                              |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND                      | L.6.6.                 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## California Content Standards

### Language Arts

Grade 7 - Adopted: 2013

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

|                                         |                                    |                                                                                                                                                                                        |
|-----------------------------------------|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b>      |                                    | <b>Integration of Knowledge and Ideas</b>                                                                                                                                              |
| EXPECTATION / SUBSTRAND                 | CCSS.EL A-Literacy.C CRA.R.7       | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                     |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL A-Literacy. CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b>                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                    | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | CCSS.EL A-Literacy.C CRA.R.10      | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                           |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL A-Literacy. CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                    | <b>Text Types and Purposes</b>                                                                                                                                                         |
| EXPECTATION / SUBSTRAND                 | CCSS.EL A-Literacy.C CRA.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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL A-Literacy. CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                    | <b>Production and Distribution of Writing</b>                                                                                                                                          |
| EXPECTATION / SUBSTRAND                 | CCSS.EL A-Literacy.C CRA.W.4       | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                   |
| EXPECTATION / SUBSTRAND                 | CCSS.EL A-Literacy.C CRA.W.5       | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                          |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL A-Literacy. CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                    | <b>Research to Build and Present Knowledge</b>                                                                                                                                         |

|                                  |                            |                                                                                                                                                                                                                         |
|----------------------------------|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.ELA-Literacy.CRA.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.CRA.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.CRA.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.CRA.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.CRA.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.CRA.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.           |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI.7.</b>        | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                           | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                                      |
| EXPECTATION / SUBSTRAND                 | RI.7.1.                   | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                           |
| EXPECTATION / SUBSTRAND                 | RI.7.3.                   | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).                                                                                                                                                                        |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI.7.</b>        | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                           | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION / SUBSTRAND                 | RI.7.4.                   | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) CA                                                                          |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W.7.</b>         | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                           | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                                    |
| EXPECTATION / SUBSTRAND                 | W.7.2.                    | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                                                                                  |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.a.                  | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.b.                  | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                                              |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.c.                  | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                                            |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.d.                  | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                                         |

|                                                 |                         |                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.2.f.                | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                                             |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                  |
| EXPECTATION /<br>SUBSTRAND                      | W.7.4.                  | 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 /<br>SUBSTRAND                      | W.7.5.                  | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| EXPECTATION /<br>SUBSTRAND                      | W.7.8.                  | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                                    |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>W.7.9.</b>           | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>                                                                                                                                                                                                                                       |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.9.b.                | Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").                                                                                                     |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND                      | W.7.10.                 | 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 discipline-specific tasks, purposes, and audiences.                                                                                                                          |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.SL<br/>.7.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                                                                        |

|                             |         |                                                                                                                                                                                                                             |
|-----------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE STANDARD / MODE |         | Comprehension and Collaboration                                                                                                                                                                                             |
| EXPECTATION / SUBSTRAND     | SL.7.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |

|                                |           |                                                                                                                                                                                                                         |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.7.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                    |
|--------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                                              |
|--------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.7.1.c. | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. |
|--------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                              |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.7.1.d. | Acknowledge new information expressed by others and, when warranted, modify their own views. |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 7.**      **Language Standards**

|                             |        |                                                                                              |
|-----------------------------|--------|----------------------------------------------------------------------------------------------|
| PERFORMANCE STANDARD / MODE |        | Knowledge of Language                                                                        |
| EXPECTATION / SUBSTRAND     | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

|                                |          |                                                                                                                     |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 7.**      **Language Standards**

|                             |        |                                                                                                                                                                        |
|-----------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE STANDARD / MODE |        | Vocabulary Acquisition and Use                                                                                                                                         |
| EXPECTATION / SUBSTRAND     | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |

|                                |          |                                                                                                                                                               |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                                                                                 |
|--------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.7.4.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. 7.**      **Language Standards**

| PERFORMANCE STANDARD / MODE |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
|-----------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | L.7.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## California Content Standards

### Language Arts

Grade 8 - Adopted: 2013

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

| PERFORMANCE STANDARD / MODE |  | Key Ideas and Details |
|-----------------------------|--|-----------------------|
|-----------------------------|--|-----------------------|

EXPECTATION / SUBSTRAND      CCSS.EL A-Literacy.C CRA.R.2      Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / SUBSTRAND      CCSS.EL A-Literacy.C CRA.R.3      Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

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

| PERFORMANCE STANDARD / MODE |  | Craft and Structure |
|-----------------------------|--|---------------------|
|-----------------------------|--|---------------------|

EXPECTATION / SUBSTRAND      CCSS.EL A-Literacy.C CRA.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.EL A-Literacy. CCRA.R.**      **College and Career Readiness Anchor Standards for Reading**

| PERFORMANCE STANDARD / MODE |  | Integration of Knowledge and Ideas |
|-----------------------------|--|------------------------------------|
|-----------------------------|--|------------------------------------|

EXPECTATION / SUBSTRAND      CCSS.EL A-Literacy.C CRA.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.EL A-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.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                           |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                         | Text Types and Purposes                                                                                                                                                                |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                         | Production and Distribution of Writing                                                                                                                                                 |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                   |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                          |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                         | Research to Build and Present Knowledge                                                                                                                                                |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.9  | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                      |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                         | Range of Writing                                                                                                                                                                       |

|                                  |                                             |                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0 | 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.EL<br>A-<br>Literacy.<br>CCRA.SL.      | College and Career Readiness Anchor Standards for Speaking and Listening                                                                                                                                                                                                                                                                |
| PERFORMANCE STANDARD / MODE      |                                             | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.       | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                             | Knowledge of Language                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.       | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                             | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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<br>.8.                             | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                                |
| PERFORMANCE STANDARD / MODE      |                                             | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | RI.8.1.                                     | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                           |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.RI .8.**      **Reading Standards for Informational Text**

| PERFORMANCE STANDARD / MODE |  | Craft and Structure |
|-----------------------------|--|---------------------|
|-----------------------------|--|---------------------|

|                         |         |                                                                                                                                                                                                                                                                                                                          |
|-------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | RI.8.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA |
|-------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 8.**      **Writing Standards**

| PERFORMANCE STANDARD / MODE |        | Text Types and Purposes                                                                                                                                                                                                                                                    |
|-----------------------------|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | W.8.2. | Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA |

|                                |          |                                                                                                                                                                                                                                                                              |
|--------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.a. | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
|--------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                                                                   |
|--------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                                                   |
|--------------------------------|----------|-------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
|--------------------------------|----------|-------------------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                           |
|--------------------------------|----------|-------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|--------------------------------|----------|-------------------------------------------------------------------------------------------|

|                                |          |                                                                                                                    |
|--------------------------------|----------|--------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
|--------------------------------|----------|--------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 8.**      **Writing Standards**

| PERFORMANCE STANDARD / MODE |  | Production and Distribution of Writing |
|-----------------------------|--|----------------------------------------|
|-----------------------------|--|----------------------------------------|

|                         |        |                                                                                                                                                                                                                          |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | W.8.4. | 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.8.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) |
|-------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 8. Writing Standards**

| PERFORMANCE STANDARD / MODE |  | Research to Build and Present Knowledge |
|-----------------------------|--|-----------------------------------------|
|-----------------------------|--|-----------------------------------------|

|                         |        |                                                                                                                                                                                                                                                                                             |
|-------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | W.8.8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
|-------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 8. Writing Standards**

| PERFORMANCE STANDARD / MODE |  | Range of Writing |
|-----------------------------|--|------------------|
|-----------------------------|--|------------------|

|                         |         |                                                                                                                                                                                                                       |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | W.8.10. | 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 discipline-specific tasks, purposes, and audiences. |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.SL .8. Speaking and Listening Standards**

| PERFORMANCE STANDARD / MODE |  | Comprehension and Collaboration |
|-----------------------------|--|---------------------------------|
|-----------------------------|--|---------------------------------|

|                         |         |                                                                                                                                                                                                                             |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | SL.8.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                                                                                         |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                        |
|--------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                          |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                              |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 8. Language Standards**

| PERFORMANCE STANDARD / MODE |  | Conventions of Standards English |
|-----------------------------|--|----------------------------------|
|-----------------------------|--|----------------------------------|

|                         |        |                                                                                                        |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | L.8.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------|

|                                                 |                        |                                                                                                                                                                                                              |
|-------------------------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.8.1.b.               | Form and use verbs in the active and passive voice.                                                                                                                                                          |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.8.1.d.               | Recognize and correct inappropriate shifts in verb voice and mood.                                                                                                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>8.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.8.4.</b>          | <b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>                                 |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.8.4.a.               | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.8.4.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).                                                              |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>8.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND                      | L.8.6.                 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

### Lesson 11: Unit 4 Summarizing a Reference, p. 97-104

## California Content Standards

### Language Arts

#### Grade 6 - Adopted: 2013

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

|                                  |                                         |                                                                                                                                                                                             |
|----------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.3  | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                                                                                           |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Craft and Structure                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Integration of Knowledge and Ideas                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Range of Reading and Level of Text Complexity                                                                                                                                               |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Text Types and Purposes                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |

|                                         |                                     |                                                                                                                                                                                                   |
|-----------------------------------------|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b>      |                                     | <b>Production and Distribution of Writing</b>                                                                                                                                                     |
| EXPECTATION / SUBSTRAND                 | CCSS.EL A-Literacy.C CRA.W.4        | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| EXPECTATION / SUBSTRAND                 | CCSS.EL A-Literacy.C CRA.W.5        | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL A-Literacy. CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                     | <b>Research to Build and Present Knowledge</b>                                                                                                                                                    |
| EXPECTATION / SUBSTRAND                 | CCSS.EL A-Literacy.C CRA.W.9        | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL A-Literacy. CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                     | <b>Range of Writing</b>                                                                                                                                                                           |
| EXPECTATION / SUBSTRAND                 | CCSS.EL A-Literacy.C CRA.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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL A-Literacy. CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                     | <b>Comprehension and Collaboration</b>                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | CCSS.EL A-Literacy.C CRA.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.        |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL A-Literacy. CCRA.L.</b>  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                     | <b>Knowledge of Language</b>                                                                                                                                                                      |

|                                         |                                                 |                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.                                                                                                                                         |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI<br/>.6.</b>                         | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                         |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | RI.6.1.                                         | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | RI.6.2.                                         | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                                                                                                                                                       |
| EXPECTATION / SUBSTRAND                 | RI.6.3.                                         | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).                                                                                                                                                                                      |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI<br/>.6.</b>                         | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                         |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                              |
| EXPECTATION / SUBSTRAND                 | RI.6.4.                                         | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA                                                                                                                                  |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI<br/>.6.</b>                         | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                         |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                                                                                                                                                               |

|                                         |                    |                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | RI.6.7.            | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.                                                                                                                                |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                             |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>W.6.2.</b>      | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                                           |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.a.           | Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.b.           | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                       |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.c.           | Use appropriate transitions to clarify the relationships among ideas and concepts.                                                                                                                                                                                                                         |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.d.           | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                  |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.f.           | Provide a concluding statement or section that follows from the information or explanation presented.                                                                                                                                                                                                      |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                              |
| EXPECTATION / SUBSTRAND                 | W.6.4.             | 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.6.5.             | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)                            |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                    |
| EXPECTATION / SUBSTRAND                 | W.6.10.            | 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 discipline-specific tasks, purposes, and audiences.                                                                                      |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.SL .6.**      **Speaking and Listening Standards**

| PERFORMANCE STANDARD / MODE    |           | Comprehension and Collaboration                                                                                                                                                                                             |
|--------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | SL.6.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| FOUNDATION / PROFICIENCY LEVEL | SL.6.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.           |
| FOUNDATION / PROFICIENCY LEVEL | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                            |
| FOUNDATION / PROFICIENCY LEVEL | SL.6.1.c. | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                                                                        |
| FOUNDATION / PROFICIENCY LEVEL | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                                                  |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 6.**      **Language Standards**

| PERFORMANCE STANDARD / MODE    |          | Conventions of Standards English                                                                                                                                          |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | L.6.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                    |
| FOUNDATION / PROFICIENCY LEVEL | L.6.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                  |
| FOUNDATION / PROFICIENCY LEVEL | L.6.1.e. | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 6.**      **Language Standards**

| PERFORMANCE STANDARD / MODE    |          | Conventions of Standards English                                                                                   |
|--------------------------------|----------|--------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | L.6.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| FOUNDATION / PROFICIENCY LEVEL | L.6.2.a. | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.                    |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 6.**      **Language Standards**

| PERFORMANCE STANDARD / MODE    |          | Vocabulary Acquisition and Use                                                                                                                                         |
|--------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | L.6.4.   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |
| FOUNDATION / PROFICIENCY LEVEL | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.          |
| FOUNDATION / PROFICIENCY LEVEL | L.6.4.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. 6.**      **Language Standards**

| PERFORMANCE STANDARD / MODE |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
|-----------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## California Content Standards

### Language Arts

Grade 7 - Adopted: 2013

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

| PERFORMANCE STANDARD / MODE |                              | Key Ideas and Details                                                                                                      |
|-----------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | CCSS.EL A-Literacy.C CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| EXPECTATION / SUBSTRAND     | CCSS.EL A-Literacy.C CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                          |

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

| PERFORMANCE STANDARD / MODE |  | Craft and Structure |
|-----------------------------|--|---------------------|
|-----------------------------|--|---------------------|

|                                        |                                         |                                                                                                                                                                                             |
|----------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Integration of Knowledge and Ideas                                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                          |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Range of Reading and Level of Text Complexity                                                                                                                                               |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Text Types and Purposes                                                                                                                                                                     |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Production and Distribution of Writing                                                                                                                                                      |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                        |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                               |

|                                        |                                       |                                                           |
|----------------------------------------|---------------------------------------|-----------------------------------------------------------|
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W. | College and Career Readiness Anchor Standards for Writing |
|----------------------------------------|---------------------------------------|-----------------------------------------------------------|

|                                   |  |                                         |
|-----------------------------------|--|-----------------------------------------|
| PERFORMANCE<br>STANDARD /<br>MODE |  | Research to Build and Present Knowledge |
|-----------------------------------|--|-----------------------------------------|

|                            |                                        |                                                                                                   |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------|

|                                        |                                       |                                                           |
|----------------------------------------|---------------------------------------|-----------------------------------------------------------|
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W. | College and Career Readiness Anchor Standards for Writing |
|----------------------------------------|---------------------------------------|-----------------------------------------------------------|

|                                   |  |                  |
|-----------------------------------|--|------------------|
| PERFORMANCE<br>STANDARD /<br>MODE |  | Range of Writing |
|-----------------------------------|--|------------------|

|                            |                                             |                                                                                                                                                                                                   |
|----------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0 | 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<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.SL. | College and Career Readiness Anchor Standards for Speaking and Listening |
|----------------------------------------|----------------------------------------|--------------------------------------------------------------------------|

|                                   |  |                                 |
|-----------------------------------|--|---------------------------------|
| PERFORMANCE<br>STANDARD /<br>MODE |  | Comprehension and Collaboration |
|-----------------------------------|--|---------------------------------|

|                            |                                         |                                                                                                                                                                                            |
|----------------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.L. | College and Career Readiness Anchor Standards for Language |
|----------------------------------------|---------------------------------------|------------------------------------------------------------|

|                                   |  |                       |
|-----------------------------------|--|-----------------------|
| PERFORMANCE<br>STANDARD /<br>MODE |  | Knowledge of Language |
|-----------------------------------|--|-----------------------|

|                            |                                        |                                                                                                                                                                                                 |
|----------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                   |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b> |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |                                        | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
|-----------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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 /<br>SUBSTRAND        | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |

|                                                 |                         |                                                 |
|-------------------------------------------------|-------------------------|-------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.RI<br/>.7.</b> | <b>Reading Standards for Informational Text</b> |
|-------------------------------------------------|-------------------------|-------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |         | Key Ideas and Details                                                                                                                                                      |
|-----------------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | RI.7.1. | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                    |
| EXPECTATION /<br>SUBSTRAND        | RI.7.3. | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |

|                                                 |                         |                                                 |
|-------------------------------------------------|-------------------------|-------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.RI<br/>.7.</b> | <b>Reading Standards for Informational Text</b> |
|-------------------------------------------------|-------------------------|-------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |         | Craft and Structure                                                                                                                                                                                                                                                      |
|-----------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | RI.7.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) CA |

|                                                 |                        |                          |
|-------------------------------------------------|------------------------|--------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b> | <b>Writing Standards</b> |
|-------------------------------------------------|------------------------|--------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE    |          | Text Types and Purposes                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND           | W.7.2.   | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                                                         |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.7.2.a. | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |

|                                                 |                        |                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.2.b.               | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                                           |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.2.c.               | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                                         |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.2.d.               | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                                      |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.2.f.               | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                                             |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                  |
| EXPECTATION /<br>SUBSTRAND                      | W.7.4.                 | 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 /<br>SUBSTRAND                      | W.7.5.                 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| EXPECTATION /<br>SUBSTRAND                      | W.7.8.                 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                                    |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| EXPECTATION /<br>SUBSTRAND                      | W.7.9.                 | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                                                                                                                                              |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.9.b.               | Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).                                                                                                     |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 7. Writing Standards**

| PERFORMANCE STANDARD / MODE |  | Range of Writing |
|-----------------------------|--|------------------|
|-----------------------------|--|------------------|

|                         |         |                                                                                                                                                                                                                       |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | W.7.10. | 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 discipline-specific tasks, purposes, and audiences. |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.SL .7. Speaking and Listening Standards**

| PERFORMANCE STANDARD / MODE |  | Comprehension and Collaboration |
|-----------------------------|--|---------------------------------|
|-----------------------------|--|---------------------------------|

|                         |         |                                                                                                                                                                                                                             |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | SL.7.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                                                                                         |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.7.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                    |
|--------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                                              |
|--------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.7.1.c. | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. |
|--------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                              |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.7.1.d. | Acknowledge new information expressed by others and, when warranted, modify their own views. |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 7. Language Standards**

| PERFORMANCE STANDARD / MODE |  | Conventions of Standards English |
|-----------------------------|--|----------------------------------|
|-----------------------------|--|----------------------------------|

|                         |        |                                                                                                        |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | L.7.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                                                       |
|--------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.7.1.b. | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. |
|--------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 7. Language Standards**

| PERFORMANCE STANDARD / MODE |  | Knowledge of Language |
|-----------------------------|--|-----------------------|
|-----------------------------|--|-----------------------|

|                         |        |                                                                                              |
|-------------------------|--------|----------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
|-------------------------|--------|----------------------------------------------------------------------------------------------|

|                                                 |                        |                                                                                                                                                                                                              |
|-------------------------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.3.a.               | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.                                                                                          |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.7.4.</b>          | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.4.a.               | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.4.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).                                                              |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND                      | L.7.6.                 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## California Content Standards

### Language Arts

Grade 8 - Adopted: 2013

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

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                            |
|--------------------------------------------|--|----------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Craft and Structure</b> |
|--------------------------------------------|--|----------------------------|

|                            |                                        |                                                                                                                                                                                             |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                           |
|--------------------------------------------|--|-------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Integration of Knowledge and Ideas</b> |
|--------------------------------------------|--|-------------------------------------------|

|                            |                                        |                                                                                                                                    |
|----------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|----------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                                      |
|--------------------------------------------|--|------------------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|--------------------------------------------|--|------------------------------------------------------|

|                            |                                         |                                                                                              |
|----------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
|----------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                |
|--------------------------------------------|--|--------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Text Types and Purposes</b> |
|--------------------------------------------|--|--------------------------------|

|                            |                                        |                                                                                                                                                                                        |
|----------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                               |
|--------------------------------------------|--|-----------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Production and Distribution of Writing</b> |
|--------------------------------------------|--|-----------------------------------------------|

|                                                 |                                                  |                                                                                                                                                                                                   |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4           | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5           | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Research to Build and Present Knowledge</b>                                                                                                                                                    |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.9           | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Range of Writing</b>                                                                                                                                                                           |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0      | 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. |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                   |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Comprehension and Collaboration</b>                                                                                                                                                            |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.        |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b>  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                 |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Knowledge of Language</b>                                                                                                                                                                      |

|                                         |                                                 |                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.                                                                                                                                         |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI<br/>.8.</b>                         | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                         |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | RI.8.1.                                         | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                           |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI<br/>.8.</b>                         | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                         |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                              |
| EXPECTATION / SUBSTRAND                 | RI.8.4.                                         | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA                |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W.<br/>8.</b>                          | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND                 | W.8.2.                                          | Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA                                                              |
| FOUNDATION / PROFICIENCY LEVEL          | W.8.2.a.                                        | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA                                                            |

|                                                 |                         |                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.8.2.b.                | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                              |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.8.2.c.                | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                              |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.8.2.d.                | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                                      |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.8.2.f.                | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                                             |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                  |
| EXPECTATION /<br>SUBSTRAND                      | W.8.4.                  | 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 /<br>SUBSTRAND                      | W.8.5.                  | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| EXPECTATION /<br>SUBSTRAND                      | W.8.8.                  | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                                    |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND                      | W.8.10.                 | 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 discipline-specific tasks, purposes, and audiences.                                                                                                                          |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.SL<br/>.8.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                                                                        |

|                                    |                |                                                                                                                                                                                                                                    |
|------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |                | <b>Comprehension and Collaboration</b>                                                                                                                                                                                             |
| <b>EXPECTATION / SUBSTRAND</b>     | <b>SL.8.1.</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |

|                                |           |                                                                                                                                                                                                                         |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                        |
|--------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                          |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                              |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 8.**      **Language Standards**

|                                    |               |                                                                                                               |
|------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |               | <b>Conventions of Standards English</b>                                                                       |
| <b>EXPECTATION / SUBSTRAND</b>     | <b>L.8.1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |

|                                |          |                                                     |
|--------------------------------|----------|-----------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.8.1.b. | Form and use verbs in the active and passive voice. |
|--------------------------------|----------|-----------------------------------------------------|

|                                |          |                                                                    |
|--------------------------------|----------|--------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.8.1.d. | Recognize and correct inappropriate shifts in verb voice and mood. |
|--------------------------------|----------|--------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 8.**      **Language Standards**

|                                    |               |                                                                                                                                                                              |
|------------------------------------|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |               | <b>Vocabulary Acquisition and Use</b>                                                                                                                                        |
| <b>EXPECTATION / SUBSTRAND</b>     | <b>L.8.4.</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b> |

|                                |          |                                                                                                                                                               |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.8.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                                                                                 |
|--------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.8.4.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. 8.**      **Language Standards**

|                                    |  |                                       |
|------------------------------------|--|---------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|------------------------------------|--|---------------------------------------|

|                         |        |                                                                                                                                                                                                              |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | L.8.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Lesson 12: Unit 4 Summarizing a Reference, p. 105-116

**California Content Standards**

**Language Arts**

Grade 6 - Adopted: 2013

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

|                                    |  |                              |
|------------------------------------|--|------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Key Ideas and Details</b> |
|------------------------------------|--|------------------------------|

|                         |                              |                                                                                                                            |
|-------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|-------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------|

|                         |                              |                                                                                                   |
|-------------------------|------------------------------|---------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
|-------------------------|------------------------------|---------------------------------------------------------------------------------------------------|

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

|                                    |  |                            |
|------------------------------------|--|----------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Craft and Structure</b> |
|------------------------------------|--|----------------------------|

|                         |                              |                                                                                                                                                                                             |
|-------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.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.EL A-Literacy. CCRA.R.**      **College and Career Readiness Anchor Standards for Reading**

|                                    |  |                                           |
|------------------------------------|--|-------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Integration of Knowledge and Ideas</b> |
|------------------------------------|--|-------------------------------------------|

|                                                 |                                                 |                                                                                                                                                                                        |
|-------------------------------------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.7          | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                     |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b>                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10         | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Text Types and Purposes</b>                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Production and Distribution of Writing</b>                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4          | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                   |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5          | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                          |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Research to Build and Present Knowledge</b>                                                                                                                                         |

|                                        |                                             |                                                                                                                                                                                                                         |
|----------------------------------------|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.9      | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                       |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.       | College and Career Readiness Anchor Standards for Writing                                                                                                                                                               |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                             | Range of Writing                                                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0 | 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<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.SL.      | College and Career Readiness Anchor Standards for Speaking and Listening                                                                                                                                                |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                             | Comprehension and Collaboration                                                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.L.       | College and Career Readiness Anchor Standards for Language                                                                                                                                                              |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                             | Knowledge of Language                                                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.L.       | College and Career Readiness Anchor Standards for Language                                                                                                                                                              |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                             | Vocabulary Acquisition and Use                                                                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.CRA.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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI.6.</b>        | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                         |
| <b>PERFORMANCE STANDARD / MODE</b>      |                           | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | RI.6.1.                   | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | RI.6.2.                   | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                                                                                                                                                       |
| EXPECTATION / SUBSTRAND                 | RI.6.3.                   | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).                                                                                                                                                                                      |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI.6.</b>        | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                         |
| <b>PERFORMANCE STANDARD / MODE</b>      |                           | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                              |
| EXPECTATION / SUBSTRAND                 | RI.6.4.                   | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA                                                                                                                                  |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI.6.</b>        | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                         |
| <b>PERFORMANCE STANDARD / MODE</b>      |                           | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                                                                                                                                                               |
| EXPECTATION / SUBSTRAND                 | RI.6.7.                   | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.                                                                                                                                                             |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W.6.</b>         | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                |
| <b>PERFORMANCE STANDARD / MODE</b>      |                           | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND                 | W.6.2.                    | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                                               |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.a.                  | Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA                              |

|                                                 |                         |                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.6.2.b.                | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                            |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.6.2.c.                | Use appropriate transitions to clarify the relationships among ideas and concepts.                                                                                                                                                                                              |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.6.2.d.                | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                       |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.6.2.f.                | Provide a concluding statement or section that follows from the information or explanation presented.                                                                                                                                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND                      | W.6.4.                  | 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 /<br>SUBSTRAND                      | W.6.5.                  | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Range of Writing</b>                                                                                                                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND                      | W.6.10.                 | 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 discipline-specific tasks, purposes, and audiences.                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.SL<br/>.6.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                         |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND                      | SL.6.1.                 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.a.               | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                               |

|                                                 |                        |                                                                                                                                                                           |
|-------------------------------------------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.b.              | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                          |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.c.              | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                      |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.d.              | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                 |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Conventions of Standards English</b>                                                                                                                                   |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.6.1.</b>          | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                             |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.1.d.               | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                  |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.1.e.               | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                 |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Conventions of Standards English</b>                                                                                                                                   |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.6.2.</b>          | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>                                                 |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.2.a.               | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.                                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                 |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Knowledge of Language</b>                                                                                                                                              |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.6.3.</b>          | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                                                                       |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.3.a.               | Vary sentence patterns for meaning, reader/ listener interest, and style.                                                                                                 |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                 |

|                                         |                    |                                                                                                                                                                                                              |
|-----------------------------------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>L.6.4.</b>      | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>                                |
| FOUNDATION / PROFICIENCY LEVEL          | L.6.4.a.           | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                |
| FOUNDATION / PROFICIENCY LEVEL          | L.6.4.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).                                                              |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L. 6.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| EXPECTATION / SUBSTRAND                 | L.6.6.             | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## California Content Standards

### Language Arts

Grade 7 - Adopted: 2013

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

|                                        |                                         |                                                                                                                                                                                             |
|----------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Integration of Knowledge and Ideas                                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                          |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Range of Reading and Level of Text Complexity                                                                                                                                               |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Text Types and Purposes                                                                                                                                                                     |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Production and Distribution of Writing                                                                                                                                                      |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                        |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                               |

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                                |
|--------------------------------------------|--|------------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--------------------------------------------|--|------------------------------------------------|

|                                    |                                                  |                                                                                                   |
|------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <b>EXPECTATION /<br/>SUBSTRAND</b> | <b>CCSS.EL<br/>A-<br/>Literacy.C<br/>CRA.W.9</b> | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
|------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                         |
|--------------------------------------------|--|-------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Range of Writing</b> |
|--------------------------------------------|--|-------------------------|

|                                    |                                                        |                                                                                                                                                                                                   |
|------------------------------------|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EXPECTATION /<br/>SUBSTRAND</b> | <b>CCSS.EL<br/>A-<br/>Literacy.C<br/>CRA.W.1<br/>0</b> | 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. |
|------------------------------------|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                  |                                                                                 |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|

|                                            |  |                                        |
|--------------------------------------------|--|----------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Comprehension and Collaboration</b> |
|--------------------------------------------|--|----------------------------------------|

|                                    |                                                   |                                                                                                                                                                                            |
|------------------------------------|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EXPECTATION /<br/>SUBSTRAND</b> | <b>CCSS.EL<br/>A-<br/>Literacy.C<br/>CRA.SL.1</b> | 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. |
|------------------------------------|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                   |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b> |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|

|                                            |  |                              |
|--------------------------------------------|--|------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Knowledge of Language</b> |
|--------------------------------------------|--|------------------------------|

|                                    |                                                  |                                                                                                                                                                                                 |
|------------------------------------|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EXPECTATION /<br/>SUBSTRAND</b> | <b>CCSS.EL<br/>A-<br/>Literacy.C<br/>CRA.L.3</b> | 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. |
|------------------------------------|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                   |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b> |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |                                        | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
|-----------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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 /<br>SUBSTRAND        | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |

|                                                 |                         |                                                 |
|-------------------------------------------------|-------------------------|-------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.RI<br/>.7.</b> | <b>Reading Standards for Informational Text</b> |
|-------------------------------------------------|-------------------------|-------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |         | Key Ideas and Details                                                                                                                                                      |
|-----------------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | RI.7.1. | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                    |
| EXPECTATION /<br>SUBSTRAND        | RI.7.3. | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |

|                                                 |                         |                                                 |
|-------------------------------------------------|-------------------------|-------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.RI<br/>.7.</b> | <b>Reading Standards for Informational Text</b> |
|-------------------------------------------------|-------------------------|-------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |         | Craft and Structure                                                                                                                                                                                                                                                      |
|-----------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | RI.7.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) CA |

|                                                 |                        |                          |
|-------------------------------------------------|------------------------|--------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b> | <b>Writing Standards</b> |
|-------------------------------------------------|------------------------|--------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE    |          | Text Types and Purposes                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND           | W.7.2.   | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                                                         |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.7.2.a. | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |

|                                                 |                        |                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.2.b.               | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                                           |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.2.c.               | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                                         |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.2.d.               | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                                      |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.2.f.               | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                                             |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                  |
| EXPECTATION /<br>SUBSTRAND                      | W.7.4.                 | 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 /<br>SUBSTRAND                      | W.7.5.                 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| EXPECTATION /<br>SUBSTRAND                      | W.7.8.                 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                                    |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| EXPECTATION /<br>SUBSTRAND                      | W.7.9.                 | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                                                                                                                                              |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.9.b.               | Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).                                                                                                     |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 7. Writing Standards**

| PERFORMANCE STANDARD / MODE |  | Range of Writing |
|-----------------------------|--|------------------|
|-----------------------------|--|------------------|

|                         |         |                                                                                                                                                                                                                       |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | W.7.10. | 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 discipline-specific tasks, purposes, and audiences. |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.SL .7. Speaking and Listening Standards**

| PERFORMANCE STANDARD / MODE |  | Comprehension and Collaboration |
|-----------------------------|--|---------------------------------|
|-----------------------------|--|---------------------------------|

|                         |         |                                                                                                                                                                                                                             |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | SL.7.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                                                                                         |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.7.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                    |
|--------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                                              |
|--------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.7.1.c. | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. |
|--------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                              |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.7.1.d. | Acknowledge new information expressed by others and, when warranted, modify their own views. |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 7. Language Standards**

| PERFORMANCE STANDARD / MODE |  | Conventions of Standards English |
|-----------------------------|--|----------------------------------|
|-----------------------------|--|----------------------------------|

|                         |        |                                                                                                        |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | L.7.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                                                       |
|--------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.7.1.b. | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. |
|--------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 7. Language Standards**

| PERFORMANCE STANDARD / MODE |  | Knowledge of Language |
|-----------------------------|--|-----------------------|
|-----------------------------|--|-----------------------|

|                         |        |                                                                                              |
|-------------------------|--------|----------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
|-------------------------|--------|----------------------------------------------------------------------------------------------|

|                                                 |                        |                                                                                                                                                                                                              |
|-------------------------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.3.a.               | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.                                                                                          |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.7.4.</b>          | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.4.a.               | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.4.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).                                                              |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND                      | L.7.6.                 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## California Content Standards

### Language Arts

Grade 8 - Adopted: 2013

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

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                            |
|--------------------------------------------|--|----------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Craft and Structure</b> |
|--------------------------------------------|--|----------------------------|

|                            |                                        |                                                                                                                                                                                             |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                           |
|--------------------------------------------|--|-------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Integration of Knowledge and Ideas</b> |
|--------------------------------------------|--|-------------------------------------------|

|                            |                                        |                                                                                                                                    |
|----------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|----------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                                      |
|--------------------------------------------|--|------------------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|--------------------------------------------|--|------------------------------------------------------|

|                            |                                         |                                                                                              |
|----------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
|----------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                |
|--------------------------------------------|--|--------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Text Types and Purposes</b> |
|--------------------------------------------|--|--------------------------------|

|                            |                                        |                                                                                                                                                                                        |
|----------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                               |
|--------------------------------------------|--|-----------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Production and Distribution of Writing</b> |
|--------------------------------------------|--|-----------------------------------------------|

|                                         |                                                  |                                                                                                                                                                                                   |
|-----------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4           | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5           | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Research to Build and Present Knowledge</b>                                                                                                                                                    |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.9           | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Range of Writing</b>                                                                                                                                                                           |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0      | 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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Comprehension and Collaboration</b>                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.        |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b>  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Knowledge of Language</b>                                                                                                                                                                      |

|                                         |                                   |                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | CCSS.EL A-Literacy.C CRA.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.                                                                                                                                         |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL A-Literacy.CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                   | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | CCSS.EL A-Literacy.C CRA.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.EL A-Literacy.C CRA.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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI .8.</b>               | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                         |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                   | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | RI.8.1.                           | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                           |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI .8.</b>               | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                         |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                   | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                              |
| EXPECTATION / SUBSTRAND                 | RI.8.4.                           | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA                |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 8.</b>                | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                   | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND                 | W.8.2.                            | Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA                                                              |
| FOUNDATION / PROFICIENCY LEVEL          | W.8.2.a.                          | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA                                                            |

|                                                 |                         |                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.8.2.b.                | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                              |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.8.2.c.                | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                              |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.8.2.d.                | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                                      |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.8.2.f.                | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                                             |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                  |
| EXPECTATION /<br>SUBSTRAND                      | W.8.4.                  | 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 /<br>SUBSTRAND                      | W.8.5.                  | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| EXPECTATION /<br>SUBSTRAND                      | W.8.8.                  | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                                    |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND                      | W.8.10.                 | 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 discipline-specific tasks, purposes, and audiences.                                                                                                                          |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.SL<br/>.8.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                                                                        |

|                             |         |                                                                                                                                                                                                                             |
|-----------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE STANDARD / MODE |         | Comprehension and Collaboration                                                                                                                                                                                             |
| EXPECTATION / SUBSTRAND     | SL.8.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |

|                                |           |                                                                                                                                                                                                                         |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                        |
|--------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                          |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                              |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 8.**      **Language Standards**

|                             |        |                                                                                                        |
|-----------------------------|--------|--------------------------------------------------------------------------------------------------------|
| PERFORMANCE STANDARD / MODE |        | Conventions of Standards English                                                                       |
| EXPECTATION / SUBSTRAND     | L.8.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

|                                |          |                                                     |
|--------------------------------|----------|-----------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.8.1.b. | Form and use verbs in the active and passive voice. |
|--------------------------------|----------|-----------------------------------------------------|

|                                |          |                                                                    |
|--------------------------------|----------|--------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.8.1.d. | Recognize and correct inappropriate shifts in verb voice and mood. |
|--------------------------------|----------|--------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 8.**      **Language Standards**

|                             |        |                                                                                                                                                                       |
|-----------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE STANDARD / MODE |        | Vocabulary Acquisition and Use                                                                                                                                        |
| EXPECTATION / SUBSTRAND     | L.8.4. | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. |

|                                |          |                                                                                                                                                               |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.8.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                                                                                 |
|--------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.8.4.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. 8.**      **Language Standards**

|                                    |  |                                       |
|------------------------------------|--|---------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|------------------------------------|--|---------------------------------------|

|                         |        |                                                                                                                                                                                                              |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | L.8.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Lesson 13: Unit 5 Writing from Pictures, p. 117-122

**California Content Standards**

**Language Arts**  
**Grade 6 - Adopted: 2013**

**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy. CCRA.W.**      **College and Career Readiness Anchor Standards for Writing**

|                                    |  |                                |
|------------------------------------|--|--------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Text Types and Purposes</b> |
|------------------------------------|--|--------------------------------|

|                         |                              |                                                                                                                                                                                        |
|-------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.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.EL A-Literacy.C CRA.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.EL A-Literacy. CCRA.W.**      **College and Career Readiness Anchor Standards for Writing**

|                                    |  |                                               |
|------------------------------------|--|-----------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Production and Distribution of Writing</b> |
|------------------------------------|--|-----------------------------------------------|

|                         |                              |                                                                                                                                      |
|-------------------------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|-------------------------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|

|                         |                              |                                                                                                               |
|-------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|-------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy. CCRA.W.**      **College and Career Readiness Anchor Standards for Writing**

| PERFORMANCE STANDARD / MODE      |                             | Range of Writing                                                                                                                                                                                                                                                                                                                        |
|----------------------------------|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.CRA.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.EL A-Literacy.CCRA.SL. | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                                                                                                                                                         |
| PERFORMANCE STANDARD / MODE      |                             | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.CRA.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.EL A-Literacy.CCRA.L.  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                                                                       |
| PERFORMANCE STANDARD / MODE      |                             | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.CRA.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.EL A-Literacy.CRA.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.6.                  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                |
| PERFORMANCE STANDARD / MODE      |                             | Text Types and Purposes                                                                                                                                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND          | W.6.3.                      | <b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>                                                                                                                                                                 |
| FOUNDATION / PROFICIENCY LEVEL   | W.6.3.a.                    | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.                                                                                                                                                                   |
| FOUNDATION / PROFICIENCY LEVEL   | W.6.3.c.                    | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.                                                                                                                                                                                                 |

|                                                 |                         |                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.6.3.d.                | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.                                                                                                                                                             |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.6.3.e.                | Provide a conclusion that follows from the narrated experiences or events.                                                                                                                                                                                                      |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND                      | W.6.4.                  | 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 /<br>SUBSTRAND                      | W.6.5.                  | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Range of Writing</b>                                                                                                                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND                      | W.6.10.                 | 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 discipline-specific tasks, purposes, and audiences.                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.SL<br/>.6.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                         |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                          |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>SL.6.1.</b>          | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                                              |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.a.               | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                               |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.b.               | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.c.               | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                                                                                                                            |

|                                                 |                        |                                                                                                                                                                                                                     |
|-------------------------------------------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.d.              | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                                          |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                                                           |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Conventions of Standards English</b>                                                                                                                                                                             |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.6.1.</b>          | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                       |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.1.d.               | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                                                            |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.1.e.               | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                                                           |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Conventions of Standards English</b>                                                                                                                                                                             |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.6.2.</b>          | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>                                                                                           |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.2.a.               | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.                                                                                                                     |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                                                           |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Knowledge of Language</b>                                                                                                                                                                                        |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.6.3.</b>          | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                                                                                                                 |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.3.a.               | Vary sentence patterns for meaning, reader/ listener interest, and style.                                                                                                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                                                           |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                               |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.6.6.</b>          | <b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b> |

# California Content Standards

## Language Arts

Grade 7 - Adopted: 2013

**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy. CCRA.W.**      **College and Career Readiness Anchor Standards for Writing**

**PERFORMANCE STANDARD / MODE**      **Text Types and Purposes**

EXPECTATION / SUBSTRAND      CCSS.EL A-Literacy.C CRA.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.EL A-Literacy.C CRA.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.EL A-Literacy. CCRA.W.**      **College and Career Readiness Anchor Standards for Writing**

**PERFORMANCE STANDARD / MODE**      **Production and Distribution of Writing**

EXPECTATION / SUBSTRAND      CCSS.EL A-Literacy.C CRA.W.4      Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / SUBSTRAND      CCSS.EL A-Literacy.C CRA.W.5      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy. CCRA.W.**      **College and Career Readiness Anchor Standards for Writing**

**PERFORMANCE STANDARD / MODE**      **Range of Writing**

EXPECTATION / SUBSTRAND      CCSS.EL A-Literacy.C CRA.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.EL A-Literacy. CCRA.SL.**      **College and Career Readiness Anchor Standards for Speaking and Listening**

|                                         |                                   |                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b>      |                                   | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | CCSS.EL A-Literacy.CRA.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.                                                                                                                                                        |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL A-Literacy.CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                   | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                             |
| EXPECTATION / SUBSTRAND                 | CCSS.EL A-Literacy.CRA.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.EL A-Literacy.CRA.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.           |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 7.</b>                | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                   | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                                    |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>W.7.2.</b>                     | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                                                                                  |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.a.                          | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 7.</b>                | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                   | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                                    |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>W.7.3.</b>                     | <b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>                                                                                                                                                                           |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.3.c.                          | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.                                                                                                                                                                                                           |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.3.e.                          | Provide a conclusion that follows from and reflects on the narrated experiences or events.                                                                                                                                                                                                                                                        |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 7. Writing Standards**

| PERFORMANCE STANDARD / MODE |        | Production and Distribution of Writing                                                                                                                                                                                                                                                                                                         |
|-----------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | W.7.4. | 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.7.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 7. Writing Standards**

| PERFORMANCE STANDARD / MODE |        | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
|-----------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | W.7.8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 7. Writing Standards**

| PERFORMANCE STANDARD / MODE |         | Range of Writing                                                                                                                                                                                                      |
|-----------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | W.7.10. | 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 discipline-specific tasks, purposes, and audiences. |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.SL .7. Speaking and Listening Standards**

| PERFORMANCE STANDARD / MODE    |           | Comprehension and Collaboration                                                                                                                                                                                             |
|--------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | SL.7.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| FOUNDATION / PROFICIENCY LEVEL | SL.7.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.     |
| FOUNDATION / PROFICIENCY LEVEL | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                          |
| FOUNDATION / PROFICIENCY LEVEL | SL.7.1.c. | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                                |

|                                                 |                        |                                                                                                                                                                                                                     |
|-------------------------------------------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.d.              | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                        |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                                                           |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Conventions of Standards English</b>                                                                                                                                                                             |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.7.1.</b>          | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                       |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.1.b.               | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.                                                                                               |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                                                           |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Knowledge of Language</b>                                                                                                                                                                                        |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.7.3.</b>          | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                                                                                                                 |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.3.a.               | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.                                                                                                 |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                                                           |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                               |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.7.6.</b>          | <b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b> |

## California Content Standards

### Language Arts

Grade 8 - Adopted: 2013

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Text Types and Purposes</b>                                   |

|                                         |                                                  |                                                                                                                                                                                                   |
|-----------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.W.3           | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.                                            |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Production and Distribution of Writing</b>                                                                                                                                                     |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4           | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5           | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Range of Writing</b>                                                                                                                                                                           |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0      | 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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Comprehension and Collaboration</b>                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.        |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b>  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                 |

|                                         |                           |                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b>      |                           | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | CCSS.ELA-Literacy.CRA.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.CRA.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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W.8.</b>         | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                |
| <b>PERFORMANCE STANDARD / MODE</b>      |                           | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND                 | W.8.2.                    | Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA                                                              |
| FOUNDATION / PROFICIENCY LEVEL          | W.8.2.a.                  | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA                                                            |
| FOUNDATION / PROFICIENCY LEVEL          | W.8.2.b.                  | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W.8.</b>         | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                |
| <b>PERFORMANCE STANDARD / MODE</b>      |                           | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND                 | W.8.3.                    | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.                                                                                                                                                                        |
| FOUNDATION / PROFICIENCY LEVEL          | W.8.3.c.                  | Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.                                                                                                                                           |
| FOUNDATION / PROFICIENCY LEVEL          | W.8.3.e.                  | Provide a conclusion that follows from and reflects on the narrated experiences or events.                                                                                                                                                                                                                                              |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W.8.</b>         | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                |
| <b>PERFORMANCE STANDARD / MODE</b>      |                           | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                           |

|                                         |                     |                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | W.8.4.              | 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.8.5.              | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND                 | W.8.8.              | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                                    |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION / SUBSTRAND                 | W.8.10.             | 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 discipline-specific tasks, purposes, and audiences.                                                                                                                          |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.SL .8.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                         |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>SL.8.1.</b>      | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                                                                                                             |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.a.           | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                                                                        |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.b.           | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                                         |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.c.           | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                                                                       |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.d.           | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                                                                   |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 8.**      **Language Standards**

| PERFORMANCE STANDARD / MODE    |          | Conventions of Standards English                                                                       |
|--------------------------------|----------|--------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | L.8.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| FOUNDATION / PROFICIENCY LEVEL | L.8.1.b. | Form and use verbs in the active and passive voice.                                                    |

|                                |          |                                                                    |
|--------------------------------|----------|--------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.8.1.d. | Recognize and correct inappropriate shifts in verb voice and mood. |
|--------------------------------|----------|--------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 8.**      **Language Standards**

| PERFORMANCE STANDARD / MODE |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
|-----------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | L.8.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Lesson 14: Unit 5 Writing from Pictures, p. 123-128

**California Content Standards**

**Language Arts**

Grade 6 - Adopted: 2013

**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy. CCRA.W.**      **College and Career Readiness Anchor Standards for Writing**

| PERFORMANCE STANDARD / MODE |                              | Text Types and Purposes                                                                                                                                                                |
|-----------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | CCSS.EL A-Literacy.C CRA.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.EL A-Literacy.C CRA.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.EL A-Literacy. CCRA.W.**      **College and Career Readiness Anchor Standards for Writing**

| PERFORMANCE STANDARD / MODE      |                               | Production and Distribution of Writing                                                                                                                                                                                                                                                                                                  |
|----------------------------------|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.W.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                                                                                                                                                    |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.W.5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                                                                                                                                                           |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A-Literacy. CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                                                                                                                                                               |
| PERFORMANCE STANDARD / MODE      |                               | Range of Writing                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.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.EL A-Literacy. CCRA.SL.  | College and Career Readiness Anchor Standards for Speaking and Listening                                                                                                                                                                                                                                                                |
| PERFORMANCE STANDARD / MODE      |                               | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.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.EL A-Literacy. CCRA.L.   | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                               | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.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.EL A-Literacy.C CRA.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. 6. Writing Standards**

| PERFORMANCE STANDARD / MODE    |          | Text Types and Purposes                                                                                                                                               |
|--------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | W.6.3.   | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.      |
| FOUNDATION / PROFICIENCY LEVEL | W.6.3.a. | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |
| FOUNDATION / PROFICIENCY LEVEL | W.6.3.c. | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.                               |
| FOUNDATION / PROFICIENCY LEVEL | W.6.3.d. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.                                                   |
| FOUNDATION / PROFICIENCY LEVEL | W.6.3.e. | Provide a conclusion that follows from the narrated experiences or events.                                                                                            |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 6. Writing Standards**

| PERFORMANCE STANDARD / MODE |        | Production and Distribution of Writing                                                                                                                                                                                                                                          |
|-----------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | W.6.4. | 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.6.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 6. Writing Standards**

| PERFORMANCE STANDARD / MODE |         | Range of Writing                                                                                                                                                                                                      |
|-----------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | W.6.10. | 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 discipline-specific tasks, purposes, and audiences. |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.SL .6. Speaking and Listening Standards**

| PERFORMANCE STANDARD / MODE |  | Comprehension and Collaboration |
|-----------------------------|--|---------------------------------|
|-----------------------------|--|---------------------------------|

|                                         |                    |                                                                                                                                                                                                                                    |
|-----------------------------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EXPECTATION / SUBSTRAND</b>          | <b>SL.6.1.</b>     | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.a.          | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                  |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.b.          | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                                   |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.c.          | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                                                                               |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.d.          | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                                                         |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L. 6.</b> | <b>Language Standards</b>                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Conventions of Standards English</b>                                                                                                                                                                                            |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>L.6.1.</b>      | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                                      |
| FOUNDATION / PROFICIENCY LEVEL          | L.6.1.d.           | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                                                                           |
| FOUNDATION / PROFICIENCY LEVEL          | L.6.1.e.           | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.                                                          |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L. 6.</b> | <b>Language Standards</b>                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Conventions of Standards English</b>                                                                                                                                                                                            |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>L.6.2.</b>      | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>                                                                                                          |
| FOUNDATION / PROFICIENCY LEVEL          | L.6.2.a.           | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.                                                                                                                                    |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L. 6.</b> | <b>Language Standards</b>                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Knowledge of Language</b>                                                                                                                                                                                                       |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>L.6.3.</b>      | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                                                                                                                                |

|                                                 |                        |                                                                                                                                                                                                              |
|-------------------------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.3.a.               | Vary sentence patterns for meaning, reader/ listener interest, and style.                                                                                                                                    |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND                      | L.6.6.                 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## California Content Standards

### Language Arts

Grade 7 - Adopted: 2013

|                                                 |                                                 |                                                                                                                                                                                        |
|-------------------------------------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Text Types and Purposes</b>                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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 /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.3          | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.                                 |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Production and Distribution of Writing</b>                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4          | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                   |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5          | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                          |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |

| PERFORMANCE STANDARD / MODE      |                             | Range of Writing                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.CRA.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.EL A-Literacy.CCRA.SL. | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                                                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                             | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.CRA.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.EL A-Literacy.CCRA.L.  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                                                                                 |
| PERFORMANCE STANDARD / MODE      |                             | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                                    |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.CRA.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.EL A-Literacy.CRA.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.7.                  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| PERFORMANCE STANDARD / MODE      |                             | Text Types and Purposes                                                                                                                                                                                                                                                                                                                           |
| EXPECTATION / SUBSTRAND          | W.7.2.                      | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                                                                                  |
| FOUNDATION / PROFICIENCY LEVEL   | W.7.2.a.                    | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W.7.                  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| PERFORMANCE STANDARD / MODE      |                             | Text Types and Purposes                                                                                                                                                                                                                                                                                                                           |

|                                  |              |                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | W.7.3.       | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.                                                                                                                                                                               |
| FOUNDATION / PROFICIENCY LEVEL   | W.7.3.c.     | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.                                                                                                                                                                                                        |
| FOUNDATION / PROFICIENCY LEVEL   | W.7.3.e.     | Provide a conclusion that follows from and reflects on the narrated experiences or events.                                                                                                                                                                                                                                                     |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W. 7.  | Writing Standards                                                                                                                                                                                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |              | Production and Distribution of Writing                                                                                                                                                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND          | W.7.4.       | 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.7.5.       | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W. 7.  | Writing Standards                                                                                                                                                                                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |              | Research to Build and Present Knowledge                                                                                                                                                                                                                                                                                                        |
| EXPECTATION / SUBSTRAND          | W.7.8.       | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                                    |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W. 7.  | Writing Standards                                                                                                                                                                                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |              | Range of Writing                                                                                                                                                                                                                                                                                                                               |
| EXPECTATION / SUBSTRAND          | W.7.10.      | 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 discipline-specific tasks, purposes, and audiences.                                                                                                                          |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.SL .7. | Speaking and Listening Standards                                                                                                                                                                                                                                                                                                               |
| PERFORMANCE STANDARD / MODE      |              | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                                |
| EXPECTATION / SUBSTRAND          | SL.7.1.      | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                                                                                    |

|                                                 |                        |                                                                                                                                                                                                                         |
|-------------------------------------------------|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.a.              | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.b.              | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                      |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.c.              | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                            |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.d.              | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                            |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                                                               |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Conventions of Standards English</b>                                                                                                                                                                                 |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.7.1.</b>          | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                           |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.1.b.               | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.                                                                                                   |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                                                               |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Knowledge of Language</b>                                                                                                                                                                                            |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.7.3.</b>          | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                                                                                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.3.a.               | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.                                                                                                     |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                                                               |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                   |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.7.6.</b>          | <b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>     |

## California Content Standards

### Language Arts

Grade 8 - Adopted: 2013

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Text Types and Purposes |
|-----------------------------------|--|-------------------------|
|-----------------------------------|--|-------------------------|

|                            |                                        |                                                                                                                                                                                        |
|----------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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 /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. |
|----------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Production and Distribution of Writing |
|-----------------------------------|--|----------------------------------------|
|-----------------------------------|--|----------------------------------------|

|                            |                                        |                                                                                                                                      |
|----------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|----------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|

|                            |                                        |                                                                                                               |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Range of Writing |
|-----------------------------------|--|------------------|
|-----------------------------------|--|------------------|

|                            |                                             |                                                                                                                                                                                                   |
|----------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0 | 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. |
|----------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                  |                                                                                 |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Comprehension and Collaboration |
|-----------------------------------|--|---------------------------------|
|-----------------------------------|--|---------------------------------|

|                                  |                                         |                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.   | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                         | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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.<br>8.                          | Writing Standards                                                                                                                                                                                                                                                                                                                       |
| PERFORMANCE STANDARD / MODE      |                                         | Text Types and Purposes                                                                                                                                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND          | W.8.2.                                  | Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA                                                              |
| FOUNDATION / PROFICIENCY LEVEL   | W.8.2.a.                                | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA                                                            |
| FOUNDATION / PROFICIENCY LEVEL   | W.8.2.b.                                | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                       |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W.<br>8.                          | Writing Standards                                                                                                                                                                                                                                                                                                                       |
| PERFORMANCE STANDARD / MODE      |                                         | Text Types and Purposes                                                                                                                                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND          | W.8.3.                                  | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.                                                                                                                                                                        |
| FOUNDATION / PROFICIENCY LEVEL   | W.8.3.c.                                | Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.                                                                                                                                           |
| FOUNDATION / PROFICIENCY LEVEL   | W.8.3.e.                                | Provide a conclusion that follows from and reflects on the narrated experiences or events.                                                                                                                                                                                                                                              |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 8. Writing Standards**

| PERFORMANCE STANDARD / MODE |  | Production and Distribution of Writing |
|-----------------------------|--|----------------------------------------|
|-----------------------------|--|----------------------------------------|

|                         |        |                                                                                                                                                                                                                          |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | W.8.4. | 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.8.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) |
|-------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 8. Writing Standards**

| PERFORMANCE STANDARD / MODE |  | Research to Build and Present Knowledge |
|-----------------------------|--|-----------------------------------------|
|-----------------------------|--|-----------------------------------------|

|                         |        |                                                                                                                                                                                                                                                                                             |
|-------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | W.8.8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
|-------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 8. Writing Standards**

| PERFORMANCE STANDARD / MODE |  | Range of Writing |
|-----------------------------|--|------------------|
|-----------------------------|--|------------------|

|                         |         |                                                                                                                                                                                                                       |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | W.8.10. | 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 discipline-specific tasks, purposes, and audiences. |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.SL .8. Speaking and Listening Standards**

| PERFORMANCE STANDARD / MODE |  | Comprehension and Collaboration |
|-----------------------------|--|---------------------------------|
|-----------------------------|--|---------------------------------|

|                         |         |                                                                                                                                                                                                                             |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | SL.8.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                                                                                         |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                        |
|--------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                          |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                        |                                                                                                                                                                                                              |
|-------------------------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.8.1.d.              | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                 |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>8.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Conventions of Standards English</b>                                                                                                                                                                      |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.8.1.</b>          | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.8.1.b.               | Form and use verbs in the active and passive voice.                                                                                                                                                          |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.8.1.d.               | Recognize and correct inappropriate shifts in verb voice and mood.                                                                                                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>8.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND                      | L.8.6.                 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Lesson 15: Unit 5 Writing from Pictures, p. 129-134

## California Content Standards

### Language Arts

Grade 6 - Adopted: 2013

|                                                 |                                                 |                                                                                                                                                                                        |
|-------------------------------------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Text Types and Purposes</b>                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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 /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.3           | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.                                            |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Production and Distribution of Writing</b>                                                                                                                                                     |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4           | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5           | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Range of Writing</b>                                                                                                                                                                           |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0      | 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. |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                   |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Comprehension and Collaboration</b>                                                                                                                                                            |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.        |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b>  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                 |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                             |

|                                         |                           |                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | CCSS.ELA-Literacy.CRA.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.CRA.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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W.6.</b>         | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                |
| <b>PERFORMANCE STANDARD / MODE</b>      |                           | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                          |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>W.6.3.</b>             | <b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>                                                                                                                                                                 |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.3.a.                  | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.                                                                                                                                                                   |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.3.c.                  | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.                                                                                                                                                                                                 |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.3.d.                  | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.                                                                                                                                                                                                                     |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.3.e.                  | Provide a conclusion that follows from the narrated experiences or events.                                                                                                                                                                                                                                                              |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W.6.</b>         | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                |
| <b>PERFORMANCE STANDARD / MODE</b>      |                           | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                           |
| EXPECTATION / SUBSTRAND                 | W.6.4.                    | 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.6.5.                    | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)                                                         |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W.6.</b>         | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                |
| <b>PERFORMANCE STANDARD / MODE</b>      |                           | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                 |

|                                         |                    |                                                                                                                                                                                                                                    |
|-----------------------------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | W.6.10.            | 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 discipline-specific tasks, purposes, and audiences.              |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.SL.6.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                            |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Comprehension and Collaboration</b>                                                                                                                                                                                             |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>SL.6.1.</b>     | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.a.          | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                  |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.b.          | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                                   |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.c.          | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                                                                               |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.d.          | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                                                         |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L.6.</b>  | <b>Language Standards</b>                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Conventions of Standards English</b>                                                                                                                                                                                            |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>L.6.1.</b>      | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                                      |
| FOUNDATION / PROFICIENCY LEVEL          | L.6.1.d.           | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                                                                           |
| FOUNDATION / PROFICIENCY LEVEL          | L.6.1.e.           | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.                                                          |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L.6.</b>  | <b>Language Standards</b>                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Conventions of Standards English</b>                                                                                                                                                                                            |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>L.6.2.</b>      | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>                                                                                                          |

|                                                 |                        |                                                                                                     |
|-------------------------------------------------|------------------------|-----------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.2.a.               | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.     |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                           |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Knowledge of Language</b>                                                                        |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.6.3.</b>          | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |

|                                                 |                        |                                                                           |
|-------------------------------------------------|------------------------|---------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.3.a.               | Vary sentence patterns for meaning, reader/ listener interest, and style. |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                 |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                     |

|                            |        |                                                                                                                                                                                                              |
|----------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|----------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## California Content Standards

### Language Arts

Grade 7 - Adopted: 2013

|                                                 |                                                 |                                                                                                                                                                                        |
|-------------------------------------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Text Types and Purposes</b>                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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 /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.3          | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.                                 |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Production and Distribution of Writing</b>                                                                                                                                          |

|                                         |                                                  |                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4           | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                                                                                                                                                    |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5           | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                                                                                                                                                           |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0      | 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.                                                                                                                                       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                                                                                                                                                         |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                  |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.                                                                                                                                              |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b>  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b>                           | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                |

|                                    |               |                                                                                                                                                                                  |
|------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |               | <b>Text Types and Purposes</b>                                                                                                                                                   |
| <b>EXPECTATION / SUBSTRAND</b>     | <b>W.7.2.</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b> |

|                                |          |                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.7.2.a. | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 7.**      **Writing Standards**

|                                    |               |                                                                                                                                                                         |
|------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |               | <b>Text Types and Purposes</b>                                                                                                                                          |
| <b>EXPECTATION / SUBSTRAND</b>     | <b>W.7.3.</b> | <b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b> |

|                                |          |                                                                                                                                         |
|--------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.7.3.c. | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. |
|--------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                            |
|--------------------------------|----------|--------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.7.3.e. | Provide a conclusion that follows from and reflects on the narrated experiences or events. |
|--------------------------------|----------|--------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 7.**      **Writing Standards**

|                                    |  |                                               |
|------------------------------------|--|-----------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Production and Distribution of Writing</b> |
|------------------------------------|--|-----------------------------------------------|

|                         |        |                                                                                                                                                                                                                          |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | W.7.4. | 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.7.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) |
|-------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 7.**      **Writing Standards**

|                                    |  |                                                |
|------------------------------------|--|------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Research to Build and Present Knowledge</b> |
|------------------------------------|--|------------------------------------------------|

|                         |        |                                                                                                                                                                                                                                                                                             |
|-------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | W.7.8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
|-------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 7.**      **Writing Standards**

|                                         |                    |                                                                                                                                                                                                                             |
|-----------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Range of Writing</b>                                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND                 | W.7.10.            | 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 discipline-specific tasks, purposes, and audiences.       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.SL.7.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                     |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Comprehension and Collaboration</b>                                                                                                                                                                                      |
| EXPECTATION / SUBSTRAND                 | SL.7.1.            | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.a.          | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.     |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.b.          | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                          |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.c.          | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                                |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.d.          | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                                |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L.7.</b>  | <b>Language Standards</b>                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Conventions of Standards English</b>                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND                 | L.7.1.             | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                      |
| FOUNDATION / PROFICIENCY LEVEL          | L.7.1.b.           | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.                                                                                                       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L.7.</b>  | <b>Language Standards</b>                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Knowledge of Language</b>                                                                                                                                                                                                |
| EXPECTATION / SUBSTRAND                 | L.7.3.             | Use knowledge of language and its conventions when writing, speaking, reading, or listening.                                                                                                                                |

|                                                 |                        |                                                                                                                                                                                                              |
|-------------------------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.3.a.               | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.                                                                                          |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND                      | L.7.6.                 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## California Content Standards

### Language Arts

Grade 8 - Adopted: 2013

|                                                 |                                                 |                                                                                                                                                                                        |
|-------------------------------------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Text Types and Purposes</b>                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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 /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.3          | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.                                 |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Production and Distribution of Writing</b>                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4          | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                   |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5          | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                          |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |

| PERFORMANCE STANDARD / MODE      |                             | Range of Writing                                                                                                                                                                                                                                                                                                                        |
|----------------------------------|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.CRA.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.EL A-Literacy.CCRA.SL. | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                                                                                                                                                         |
| PERFORMANCE STANDARD / MODE      |                             | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.CRA.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.EL A-Literacy.CCRA.L.  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                                                                       |
| PERFORMANCE STANDARD / MODE      |                             | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.CRA.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.EL A-Literacy.CRA.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.8.                  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                |
| PERFORMANCE STANDARD / MODE      |                             | Text Types and Purposes                                                                                                                                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND          | W.8.2.                      | <b>Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA</b>                                                       |
| FOUNDATION / PROFICIENCY LEVEL   | W.8.2.a.                    | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA                                                            |
| FOUNDATION / PROFICIENCY LEVEL   | W.8.2.b.                    | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                       |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 8. Writing Standards**

| PERFORMANCE STANDARD / MODE |        | Text Types and Purposes                                                                                                                                          |
|-----------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | W.8.3. | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |

|                                |          |                                                                                                                                                                                               |
|--------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.8.3.c. | Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. |
|--------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                            |
|--------------------------------|----------|--------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.8.3.e. | Provide a conclusion that follows from and reflects on the narrated experiences or events. |
|--------------------------------|----------|--------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 8. Writing Standards**

| PERFORMANCE STANDARD / MODE |  | Production and Distribution of Writing |
|-----------------------------|--|----------------------------------------|
|-----------------------------|--|----------------------------------------|

|                         |        |                                                                                                                                                                                                                          |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | W.8.4. | 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.8.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) |
|-------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 8. Writing Standards**

| PERFORMANCE STANDARD / MODE |  | Research to Build and Present Knowledge |
|-----------------------------|--|-----------------------------------------|
|-----------------------------|--|-----------------------------------------|

|                         |        |                                                                                                                                                                                                                                                                                             |
|-------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | W.8.8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
|-------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 8. Writing Standards**

| PERFORMANCE STANDARD / MODE |  | Range of Writing |
|-----------------------------|--|------------------|
|-----------------------------|--|------------------|

|                         |         |                                                                                                                                                                                                                       |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | W.8.10. | 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 discipline-specific tasks, purposes, and audiences. |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.SL .8. Speaking and Listening Standards**

|                                         |                    |                                                                                                                                                                                                                                    |
|-----------------------------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Comprehension and Collaboration</b>                                                                                                                                                                                             |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>SL.8.1.</b>     | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.a.          | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.            |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.b.          | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                             |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.c.          | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                           |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.d.          | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L. 8.</b> | <b>Language Standards</b>                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Conventions of Standards English</b>                                                                                                                                                                                            |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>L.8.1.</b>      | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                                      |
| FOUNDATION / PROFICIENCY LEVEL          | L.8.1.b.           | Form and use verbs in the active and passive voice.                                                                                                                                                                                |
| FOUNDATION / PROFICIENCY LEVEL          | L.8.1.d.           | Recognize and correct inappropriate shifts in verb voice and mood.                                                                                                                                                                 |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L. 8.</b> | <b>Language Standards</b>                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                              |
| EXPECTATION / SUBSTRAND                 | L.8.6.             | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.                       |

Lesson 16: Unit 6 Summarizing Multiple References, p. 135-142

## California Content Standards

### Language Arts

Grade 6 - Adopted: 2013

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                              |
|--------------------------------------------|--|------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Key Ideas and Details</b> |
|--------------------------------------------|--|------------------------------|

|                            |                                        |                                                                                                                            |
|----------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|----------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------|

|                            |                                        |                                                                                                   |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                            |
|--------------------------------------------|--|----------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Craft and Structure</b> |
|--------------------------------------------|--|----------------------------|

|                            |                                        |                                                                                                                                                                                             |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                           |
|--------------------------------------------|--|-------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Integration of Knowledge and Ideas</b> |
|--------------------------------------------|--|-------------------------------------------|

|                            |                                        |                                                                                                                                    |
|----------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|----------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                                      |
|--------------------------------------------|--|------------------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|--------------------------------------------|--|------------------------------------------------------|

|                            |                                         |                                                                                              |
|----------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
|----------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE STANDARD / MODE      |                               | Text Types and Purposes                                                                                                                                                                           |
|----------------------------------|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.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.EL A-Literacy. CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                         |
| PERFORMANCE STANDARD / MODE      |                               | Production and Distribution of Writing                                                                                                                                                            |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.W.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.W.5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A-Literacy. CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                         |
| PERFORMANCE STANDARD / MODE      |                               | Research to Build and Present Knowledge                                                                                                                                                           |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.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.EL A-Literacy.C CRA.W.9  | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A-Literacy. CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                         |
| PERFORMANCE STANDARD / MODE      |                               | Range of Writing                                                                                                                                                                                  |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.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. |

|                                                 |                                                  |                                                                                 |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|

|                                            |  |                                        |
|--------------------------------------------|--|----------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Comprehension and Collaboration</b> |
|--------------------------------------------|--|----------------------------------------|

|                            |                                         |                                                                                                                                                                                            |
|----------------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                   |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b> |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|

|                                            |  |                              |
|--------------------------------------------|--|------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Knowledge of Language</b> |
|--------------------------------------------|--|------------------------------|

|                            |                                        |                                                                                                                                                                                                 |
|----------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                   |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b> |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|

|                                            |  |                                       |
|--------------------------------------------|--|---------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--------------------------------------------|--|---------------------------------------|

|                            |                                        |                                                                                                                                                                                                                         |
|----------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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 /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                         |                                                 |
|-------------------------------------------------|-------------------------|-------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.RI<br/>.6.</b> | <b>Reading Standards for Informational Text</b> |
|-------------------------------------------------|-------------------------|-------------------------------------------------|

|                                            |  |                              |
|--------------------------------------------|--|------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Key Ideas and Details</b> |
|--------------------------------------------|--|------------------------------|

|                            |         |                                                                                                                       |
|----------------------------|---------|-----------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | RI.6.1. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|----------------------------|---------|-----------------------------------------------------------------------------------------------------------------------|

|                            |         |                                                                                                                                                                   |
|----------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | RI.6.2. | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
|----------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                            |         |                                                                                                                                                    |
|----------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | RI.6.3. | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |
|----------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.RI .6.**      **Reading Standards for Informational Text**

|                                    |  |                            |
|------------------------------------|--|----------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Craft and Structure</b> |
|------------------------------------|--|----------------------------|

|                         |         |                                                                                                                                                                                                        |
|-------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA |
|-------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.RI .6.**      **Reading Standards for Informational Text**

|                                    |  |                                           |
|------------------------------------|--|-------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Integration of Knowledge and Ideas</b> |
|------------------------------------|--|-------------------------------------------|

|                         |         |                                                                                                                                                                             |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | RI.6.7. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 6.**      **Writing Standards**

|                                    |  |                                |
|------------------------------------|--|--------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Text Types and Purposes</b> |
|------------------------------------|--|--------------------------------|

|                         |        |                                                                                                                                                                                  |
|-------------------------|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | W.6.2. | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b> |
|-------------------------|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                                                                                                                                                                                                                                            |
|--------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.6.2.a. | Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
|--------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                                                      |
|--------------------------------|----------|----------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.6.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------------------|----------|----------------------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                    |
|--------------------------------|----------|------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.6.2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
|--------------------------------|----------|------------------------------------------------------------------------------------|

|                                |          |                                                                                           |
|--------------------------------|----------|-------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.6.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|--------------------------------|----------|-------------------------------------------------------------------------------------------|

|                                |          |                                                                                                       |
|--------------------------------|----------|-------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.6.2.f. | Provide a concluding statement or section that follows from the information or explanation presented. |
|--------------------------------|----------|-------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 6.**      **Writing Standards**

|                                    |  |                                               |
|------------------------------------|--|-----------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Production and Distribution of Writing</b> |
|------------------------------------|--|-----------------------------------------------|

|                                         |                     |                                                                                                                                                                                                                                                                                 |
|-----------------------------------------|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | W.6.4.              | 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.6.5.              | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                  |
| EXPECTATION / SUBSTRAND                 | W.6.7.              | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | W.6.8.              | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.                     |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Range of Writing</b>                                                                                                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND                 | W.6.10.             | 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 discipline-specific tasks, purposes, and audiences.                                                           |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.SL .6.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                         |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND                 | SL.6.1.             | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                     |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.a.           | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                               |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.b.           | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.c.           | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                                                                                                                            |

|                                                 |                        |                                                                                                                                                                               |
|-------------------------------------------------|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.d.              | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                    |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                     |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Conventions of Standards English</b>                                                                                                                                       |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.6.1.</b>          | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                 |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.1.d.               | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                      |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.1.e.               | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.     |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                     |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Conventions of Standards English</b>                                                                                                                                       |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.6.2.</b>          | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.2.a.               | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.                                                                               |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                     |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Knowledge of Language</b>                                                                                                                                                  |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.6.3.</b>          | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                                                                           |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.3.a.               | Vary sentence patterns for meaning, reader/ listener interest, and style.                                                                                                     |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                     |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                         |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.6.4.</b>          | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b> |

|                                                 |                        |                                                                                                                                                                                                              |
|-------------------------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.4.a.               | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.4.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).                                                              |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND                      | L.6.6.                 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## California Content Standards

### Language Arts

Grade 7 - Adopted: 2013

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

|                                  |                               |                                                                                                                                                                                        |
|----------------------------------|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE STANDARD / MODE      |                               | Integration of Knowledge and Ideas                                                                                                                                                     |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.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.EL A-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.EL A-Literacy.C CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                           |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A-Literacy. CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                               | Text Types and Purposes                                                                                                                                                                |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.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.EL A-Literacy. CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                               | Production and Distribution of Writing                                                                                                                                                 |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.W.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                   |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.W.5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                          |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A-Literacy. CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                               | Research to Build and Present Knowledge                                                                                                                                                |

|                                  |                                             |                                                                                                                                                                                                   |
|----------------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.W.9      | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.       | College and Career Readiness Anchor Standards for Writing                                                                                                                                         |
| PERFORMANCE STANDARD / MODE      |                                             | Range of Writing                                                                                                                                                                                  |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0 | 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.EL<br>A-<br>Literacy.<br>CCRA.SL.      | College and Career Readiness Anchor Standards for Speaking and Listening                                                                                                                          |
| PERFORMANCE STANDARD / MODE      |                                             | Comprehension and Collaboration                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.       | College and Career Readiness Anchor Standards for Language                                                                                                                                        |
| PERFORMANCE STANDARD / MODE      |                                             | Knowledge of Language                                                                                                                                                                             |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.       | College and Career Readiness Anchor Standards for Language                                                                                                                                        |
| PERFORMANCE STANDARD / MODE      |                                             | Vocabulary Acquisition and Use                                                                                                                                                                    |

|                                         |                                        |                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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.           |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI .7.</b>                    | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                        | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                                      |
| EXPECTATION / SUBSTRAND                 | RI.7.1.                                | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                           |
| EXPECTATION / SUBSTRAND                 | RI.7.3.                                | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).                                                                                                                                                                        |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI .7.</b>                    | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                        | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION / SUBSTRAND                 | RI.7.4.                                | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) CA                                                                          |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 7.</b>                     | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                        | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                                    |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>W.7.2.</b>                          | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                                                                                  |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.a.                               | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.b.                               | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                                              |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.c.                               | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                                            |

|                                                 |                        |                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.2.d.               | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                                      |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.2.f.               | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                                             |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                  |
| EXPECTATION /<br>SUBSTRAND                      | W.7.4.                 | 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 /<br>SUBSTRAND                      | W.7.5.                 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| EXPECTATION /<br>SUBSTRAND                      | W.7.8.                 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                                    |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>W.7.9.</b>          | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>                                                                                                                                                                                                                                       |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.9.b.               | Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").                                                                                                     |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND                      | W.7.10.                | 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 discipline-specific tasks, purposes, and audiences.                                                                                                                          |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.SL.7.**      **Speaking and Listening Standards**

| PERFORMANCE STANDARD / MODE    |           | Comprehension and Collaboration                                                                                                                                                                                             |
|--------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | SL.7.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| FOUNDATION / PROFICIENCY LEVEL | SL.7.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.     |
| FOUNDATION / PROFICIENCY LEVEL | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                          |
| FOUNDATION / PROFICIENCY LEVEL | SL.7.1.c. | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                                |
| FOUNDATION / PROFICIENCY LEVEL | SL.7.1.d. | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                                |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L.7.**      **Language Standards**

| PERFORMANCE STANDARD / MODE    |          | Conventions of Standards English                                                                                      |
|--------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | L.7.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                |
| FOUNDATION / PROFICIENCY LEVEL | L.7.1.b. | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L.7.**      **Language Standards**

| PERFORMANCE STANDARD / MODE    |          | Knowledge of Language                                                                                               |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | L.7.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.                        |
| FOUNDATION / PROFICIENCY LEVEL | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L.7.**      **Language Standards**

| PERFORMANCE STANDARD / MODE |  | Vocabulary Acquisition and Use |
|-----------------------------|--|--------------------------------|
|-----------------------------|--|--------------------------------|

|                                  |             |                                                                                                                                                                                                              |
|----------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | L.7.4.      | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.                                       |
| FOUNDATION / PROFICIENCY LEVEL   | L.7.4.a.    | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                |
| FOUNDATION / PROFICIENCY LEVEL   | L.7.4.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. 7. | Language Standards                                                                                                                                                                                           |
| PERFORMANCE STANDARD / MODE      |             | Vocabulary Acquisition and Use                                                                                                                                                                               |
| EXPECTATION / SUBSTRAND          | L.7.6.      | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## California Content Standards

### Language Arts

Grade 8 - Adopted: 2013

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

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                           |
|--------------------------------------------|--|-------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Integration of Knowledge and Ideas</b> |
|--------------------------------------------|--|-------------------------------------------|

|                            |                                        |                                                                                                                                    |
|----------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|----------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                                      |
|--------------------------------------------|--|------------------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|--------------------------------------------|--|------------------------------------------------------|

|                            |                                         |                                                                                              |
|----------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
|----------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                |
|--------------------------------------------|--|--------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Text Types and Purposes</b> |
|--------------------------------------------|--|--------------------------------|

|                            |                                        |                                                                                                                                                                                        |
|----------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                               |
|--------------------------------------------|--|-----------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Production and Distribution of Writing</b> |
|--------------------------------------------|--|-----------------------------------------------|

|                            |                                        |                                                                                                                                      |
|----------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|----------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|

|                            |                                        |                                                                                                               |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                         |                                                  |                                                                                                                                                                                                   |
|-----------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Research to Build and Present Knowledge</b>                                                                                                                                                    |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.W.9           | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Range of Writing</b>                                                                                                                                                                           |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0      | 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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Comprehension and Collaboration</b>                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.        |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b>  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Knowledge of Language</b>                                                                                                                                                                      |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.   |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b>  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                             |

|                                         |                              |                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | CCSS.EL A-Literacy.C CRA.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.EL A-Literacy.C CRA.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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI .8.</b>          | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                         |
| <b>PERFORMANCE STANDARD / MODE</b>      |                              | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | RI.8.1.                      | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                           |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI .8.</b>          | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                         |
| <b>PERFORMANCE STANDARD / MODE</b>      |                              | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                              |
| EXPECTATION / SUBSTRAND                 | RI.8.4.                      | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA                |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 8.</b>           | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                |
| <b>PERFORMANCE STANDARD / MODE</b>      |                              | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND                 | W.8.2.                       | Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA                                                              |
| FOUNDATION / PROFICIENCY LEVEL          | W.8.2.a.                     | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA                                                            |
| FOUNDATION / PROFICIENCY LEVEL          | W.8.2.b.                     | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                       |
| FOUNDATION / PROFICIENCY LEVEL          | W.8.2.c.                     | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                       |
| FOUNDATION / PROFICIENCY LEVEL          | W.8.2.d.                     | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                               |

|                                                 |                         |                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.8.2.f.                | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                                             |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                  |
| EXPECTATION /<br>SUBSTRAND                      | W.8.4.                  | 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 /<br>SUBSTRAND                      | W.8.5.                  | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| EXPECTATION /<br>SUBSTRAND                      | W.8.7.                  | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.                                                                                                                    |
| EXPECTATION /<br>SUBSTRAND                      | W.8.8.                  | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                                    |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND                      | W.8.10.                 | 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 discipline-specific tasks, purposes, and audiences.                                                                                                                          |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.SL<br/>.8.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND                      | SL.8.1.                 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                                                                                    |

|                                                 |                        |                                                                                                                                                                                                                         |
|-------------------------------------------------|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.8.1.a.              | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.8.1.b.              | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                  |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.8.1.c.              | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.8.1.d.              | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                            |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>8.</b> | <b>Language Standards</b>                                                                                                                                                                                               |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Conventions of Standards English</b>                                                                                                                                                                                 |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.8.1.</b>          | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                           |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.8.1.b.               | Form and use verbs in the active and passive voice.                                                                                                                                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.8.1.d.               | Recognize and correct inappropriate shifts in verb voice and mood.                                                                                                                                                      |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>8.</b> | <b>Language Standards</b>                                                                                                                                                                                               |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                   |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.8.4.</b>          | <b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>                                            |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.8.4.a.               | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                           |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.8.4.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).                                                                         |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>8.</b> | <b>Language Standards</b>                                                                                                                                                                                               |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                   |

|                         |        |                                                                                                                                                                                                              |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | L.8.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Lesson 17: Unit 6 Summarizing Multiple References, p. 143-154

## California Content Standards

### Language Arts

Grade 6 - Adopted: 2013

|                                         |                                    |                                                                  |
|-----------------------------------------|------------------------------------|------------------------------------------------------------------|
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL A-Literacy. CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-----------------------------------------|------------------------------------|------------------------------------------------------------------|

|                                    |  |                              |
|------------------------------------|--|------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Key Ideas and Details</b> |
|------------------------------------|--|------------------------------|

|                         |                              |                                                                                                                            |
|-------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|-------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------|

|                         |                              |                                                                                                   |
|-------------------------|------------------------------|---------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
|-------------------------|------------------------------|---------------------------------------------------------------------------------------------------|

|                                         |                                    |                                                                  |
|-----------------------------------------|------------------------------------|------------------------------------------------------------------|
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL A-Literacy. CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-----------------------------------------|------------------------------------|------------------------------------------------------------------|

|                                    |  |                            |
|------------------------------------|--|----------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Craft and Structure</b> |
|------------------------------------|--|----------------------------|

|                         |                              |                                                                                                                                                                                             |
|-------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.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. |
|-------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                         |                                    |                                                                  |
|-----------------------------------------|------------------------------------|------------------------------------------------------------------|
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL A-Literacy. CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-----------------------------------------|------------------------------------|------------------------------------------------------------------|

|                                    |  |                                           |
|------------------------------------|--|-------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Integration of Knowledge and Ideas</b> |
|------------------------------------|--|-------------------------------------------|

|                         |                              |                                                                                                                                    |
|-------------------------|------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|-------------------------|------------------------------|------------------------------------------------------------------------------------------------------------------------------------|

|                                         |                                    |                                                                  |
|-----------------------------------------|------------------------------------|------------------------------------------------------------------|
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL A-Literacy. CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-----------------------------------------|------------------------------------|------------------------------------------------------------------|

| PERFORMANCE STANDARD / MODE      |                                         | Range of Reading and Level of Text Complexity                                                                                                                                          |
|----------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                           |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                         | Text Types and Purposes                                                                                                                                                                |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                         | Production and Distribution of Writing                                                                                                                                                 |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                   |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                          |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                         | Research to Build and Present Knowledge                                                                                                                                                |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.W.9  | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                      |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                              |

| PERFORMANCE STANDARD / MODE      |                                             | Range of Writing                                                                                                                                                                                                                                                                                                                        |
|----------------------------------|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0 | 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.EL<br>A-<br>Literacy.<br>CCRA.SL.      | College and Career Readiness Anchor Standards for Speaking and Listening                                                                                                                                                                                                                                                                |
| PERFORMANCE STANDARD / MODE      |                                             | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.       | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                             | Knowledge of Language                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.       | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                             | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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<br>.6.                             | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                                |

| PERFORMANCE STANDARD / MODE             |                    | Key Ideas and Details                                                                                                                                                                                                                                                                                      |
|-----------------------------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | RI.6.1.            | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                      |
| EXPECTATION / SUBSTRAND                 | RI.6.2.            | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                                                                                                                          |
| EXPECTATION / SUBSTRAND                 | RI.6.3.            | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).                                                                                                                                                         |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI.6.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                            |
| PERFORMANCE STANDARD / MODE             |                    | Craft and Structure                                                                                                                                                                                                                                                                                        |
| EXPECTATION / SUBSTRAND                 | RI.6.4.            | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA                                                                                                     |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI.6.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                            |
| PERFORMANCE STANDARD / MODE             |                    | Integration of Knowledge and Ideas                                                                                                                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND                 | RI.6.7.            | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.                                                                                                                                |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W.6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                   |
| PERFORMANCE STANDARD / MODE             |                    | Text Types and Purposes                                                                                                                                                                                                                                                                                    |
| EXPECTATION / SUBSTRAND                 | W.6.2.             | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                                           |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.a.           | Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.b.           | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                       |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.c.           | Use appropriate transitions to clarify the relationships among ideas and concepts.                                                                                                                                                                                                                         |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.d.           | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                  |

|                                                 |                         |                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.6.2.f.                | Provide a concluding statement or section that follows from the information or explanation presented.                                                                                                                                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND                      | W.6.4.                  | 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 /<br>SUBSTRAND                      | W.6.5.                  | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                  |
| EXPECTATION /<br>SUBSTRAND                      | W.6.7.                  | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND                      | W.6.8.                  | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.                     |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Range of Writing</b>                                                                                                                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND                      | W.6.10.                 | 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 discipline-specific tasks, purposes, and audiences.                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.SL<br/>.6.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                         |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND                      | SL.6.1.                 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.a.               | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                               |

|                                                 |                        |                                                                                                                                                                           |
|-------------------------------------------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.b.              | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                          |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.c.              | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                      |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.d.              | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                 |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Conventions of Standards English</b>                                                                                                                                   |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.6.1.</b>          | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                             |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.1.d.               | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                  |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.1.e.               | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                 |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Conventions of Standards English</b>                                                                                                                                   |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.6.2.</b>          | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>                                                 |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.2.a.               | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.                                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                 |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Knowledge of Language</b>                                                                                                                                              |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.6.3.</b>          | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                                                                       |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.3.a.               | Vary sentence patterns for meaning, reader/ listener interest, and style.                                                                                                 |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                 |

|                                         |                    |                                                                                                                                                                                                              |
|-----------------------------------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>L.6.4.</b>      | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>                                |
| FOUNDATION / PROFICIENCY LEVEL          | L.6.4.a.           | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                |
| FOUNDATION / PROFICIENCY LEVEL          | L.6.4.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).                                                              |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L. 6.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| EXPECTATION / SUBSTRAND                 | L.6.6.             | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## California Content Standards

### Language Arts

Grade 7 - Adopted: 2013

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

|                                        |                                         |                                                                                                                                                                                             |
|----------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Integration of Knowledge and Ideas                                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                          |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Range of Reading and Level of Text Complexity                                                                                                                                               |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Text Types and Purposes                                                                                                                                                                     |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Production and Distribution of Writing                                                                                                                                                      |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                        |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                               |

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                                |
|--------------------------------------------|--|------------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--------------------------------------------|--|------------------------------------------------|

|                            |                                        |                                                                                                                                                                                   |
|----------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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 /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                         |
|--------------------------------------------|--|-------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Range of Writing</b> |
|--------------------------------------------|--|-------------------------|

|                            |                                             |                                                                                                                                                                                                   |
|----------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0 | 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. |
|----------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                  |                                                                                 |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|

|                                            |  |                                        |
|--------------------------------------------|--|----------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Comprehension and Collaboration</b> |
|--------------------------------------------|--|----------------------------------------|

|                            |                                         |                                                                                                                                                                                            |
|----------------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                   |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b> |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|

|                                            |  |                              |
|--------------------------------------------|--|------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Knowledge of Language</b> |
|--------------------------------------------|--|------------------------------|

|                                         |                                                 |                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.                                                                                                                                         |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI<br/>.7.</b>                         | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                         |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | RI.7.1.                                         | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND                 | RI.7.3.                                         | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).                                                                                                                                                              |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI<br/>.7.</b>                         | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                         |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                              |
| EXPECTATION / SUBSTRAND                 | RI.7.4.                                         | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) CA                                                                |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b>                          | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND                 | W.7.2.                                          | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                                               |

|                                                 |                        |                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.2.a.               | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.2.b.               | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                                              |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.2.c.               | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                                            |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.2.d.               | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                                         |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.2.f.               | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                                                |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                     |
| EXPECTATION /<br>SUBSTRAND                      | W.7.4.                 | 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 /<br>SUBSTRAND                      | W.7.5.                 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)    |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                    |
| EXPECTATION /<br>SUBSTRAND                      | W.7.8.                 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                                       |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                    |
| EXPECTATION /<br>SUBSTRAND                      | W.7.9.                 | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                                                                                                                                                 |

|                                                 |                         |                                                                                                                                                                                                                                            |
|-------------------------------------------------|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.9.b.                | Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                   |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Range of Writing</b>                                                                                                                                                                                                                    |
| EXPECTATION /<br>SUBSTRAND                      | W.7.10.                 | 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 discipline-specific tasks, purposes, and audiences.                      |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.SL<br/>.7.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                     |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>SL.7.1.</b>          | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>         |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.a.               | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                    |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.b.               | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                         |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.c.               | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                                               |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.d.               | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                                               |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b>  | <b>Language Standards</b>                                                                                                                                                                                                                  |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Conventions of Standards English</b>                                                                                                                                                                                                    |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.7.1.</b>           | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                                              |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.1.b.                | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.                                                                                                                      |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b>  | <b>Language Standards</b>                                                                                                                                                                                                                  |

|                             |        |                                                                                              |
|-----------------------------|--------|----------------------------------------------------------------------------------------------|
| PERFORMANCE STANDARD / MODE |        | Knowledge of Language                                                                        |
| EXPECTATION / SUBSTRAND     | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

|                                |          |                                                                                                                     |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 7.**      **Language Standards**

|                             |        |                                                                                                                                                                        |
|-----------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE STANDARD / MODE |        | Vocabulary Acquisition and Use                                                                                                                                         |
| EXPECTATION / SUBSTRAND     | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |

|                                |          |                                                                                                                                                               |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                                                                                 |
|--------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.7.4.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. 7.**      **Language Standards**

|                             |  |                                |
|-----------------------------|--|--------------------------------|
| PERFORMANCE STANDARD / MODE |  | Vocabulary Acquisition and Use |
|-----------------------------|--|--------------------------------|

|                         |        |                                                                                                                                                                                                              |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | L.7.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## California Content Standards

### Language Arts

Grade 8 - Adopted: 2013

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

|                             |  |                       |
|-----------------------------|--|-----------------------|
| PERFORMANCE STANDARD / MODE |  | Key Ideas and Details |
|-----------------------------|--|-----------------------|

|                         |                              |                                                                                                                            |
|-------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|-------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------|

|                                  |                                         |                                                                                                                                                                                             |
|----------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.3  | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                                                                                           |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Craft and Structure                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Integration of Knowledge and Ideas                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Range of Reading and Level of Text Complexity                                                                                                                                               |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Text Types and Purposes                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |

| PERFORMANCE STANDARD / MODE             |                                                  | Production and Distribution of Writing                                                                                                                                                            |
|-----------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4           | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5           | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| PERFORMANCE STANDARD / MODE             |                                                  | Research to Build and Present Knowledge                                                                                                                                                           |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.W.9           | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| PERFORMANCE STANDARD / MODE             |                                                  | Range of Writing                                                                                                                                                                                  |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                   |
| PERFORMANCE STANDARD / MODE             |                                                  | Comprehension and Collaboration                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.        |

|                                                 |                                                 |                                                                   |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b> |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|

|                                            |  |                              |
|--------------------------------------------|--|------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Knowledge of Language</b> |
|--------------------------------------------|--|------------------------------|

|                            |                                        |                                                                                                                                                                                                 |
|----------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                   |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b> |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|

|                                            |  |                                       |
|--------------------------------------------|--|---------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--------------------------------------------|--|---------------------------------------|

|                            |                                        |                                                                                                                                                                                                                         |
|----------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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 /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                         |                                                 |
|-------------------------------------------------|-------------------------|-------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.RI<br/>.8.</b> | <b>Reading Standards for Informational Text</b> |
|-------------------------------------------------|-------------------------|-------------------------------------------------|

|                                            |  |                              |
|--------------------------------------------|--|------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Key Ideas and Details</b> |
|--------------------------------------------|--|------------------------------|

|                            |         |                                                                                                                                               |
|----------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | RI.8.1. | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
|----------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                         |                                                 |
|-------------------------------------------------|-------------------------|-------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.RI<br/>.8.</b> | <b>Reading Standards for Informational Text</b> |
|-------------------------------------------------|-------------------------|-------------------------------------------------|

|                                            |  |                            |
|--------------------------------------------|--|----------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Craft and Structure</b> |
|--------------------------------------------|--|----------------------------|

|                            |         |                                                                                                                                                                                                                                                                                                                          |
|----------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | RI.8.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA |
|----------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                        |                          |
|-------------------------------------------------|------------------------|--------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>8.</b> | <b>Writing Standards</b> |
|-------------------------------------------------|------------------------|--------------------------|

|                                            |  |                                |
|--------------------------------------------|--|--------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Text Types and Purposes</b> |
|--------------------------------------------|--|--------------------------------|

| EXPECTATION / SUBSTRAND                 | W.8.2.             | Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA                                                                     |
|-----------------------------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL          | W.8.2.a.           | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA                                                                   |
| FOUNDATION / PROFICIENCY LEVEL          | W.8.2.b.           | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                              |
| FOUNDATION / PROFICIENCY LEVEL          | W.8.2.c.           | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                              |
| FOUNDATION / PROFICIENCY LEVEL          | W.8.2.d.           | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                                      |
| FOUNDATION / PROFICIENCY LEVEL          | W.8.2.f.           | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                                             |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 8.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                  |
| EXPECTATION / SUBSTRAND                 | W.8.4.             | 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.8.5.             | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 8.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND                 | W.8.7.             | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.                                                                                                                    |
| EXPECTATION / SUBSTRAND                 | W.8.8.             | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                                    |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 8.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |

|                                         |                    |                                                                                                                                                                                                                             |
|-----------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Range of Writing</b>                                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND                 | W.8.10.            | 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 discipline-specific tasks, purposes, and audiences.       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.SL.8.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                     |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Comprehension and Collaboration</b>                                                                                                                                                                                      |
| EXPECTATION / SUBSTRAND                 | SL.8.1.            | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.a.          | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.     |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.b.          | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                      |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.c.          | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                    |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.d.          | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L.8.</b>  | <b>Language Standards</b>                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Conventions of Standards English</b>                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND                 | L.8.1.             | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                      |
| FOUNDATION / PROFICIENCY LEVEL          | L.8.1.b.           | Form and use verbs in the active and passive voice.                                                                                                                                                                         |
| FOUNDATION / PROFICIENCY LEVEL          | L.8.1.d.           | Recognize and correct inappropriate shifts in verb voice and mood.                                                                                                                                                          |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L.8.</b>  | <b>Language Standards</b>                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                       |

|                                  |             |                                                                                                                                                                                                              |
|----------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | L.8.4.      | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.                                        |
| FOUNDATION / PROFICIENCY LEVEL   | L.8.4.a.    | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                |
| FOUNDATION / PROFICIENCY LEVEL   | L.8.4.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. 8. | Language Standards                                                                                                                                                                                           |
| PERFORMANCE STANDARD / MODE      |             | Vocabulary Acquisition and Use                                                                                                                                                                               |
| EXPECTATION / SUBSTRAND          | L.8.6.      | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

### Lesson 18: Unit 6 Summarizing Multiple References, p. 155-162

## California Content Standards

### Language Arts

Grade 6 - Adopted: 2013

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

|                                  |                                         |                                                                                                                                                                                             |
|----------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Integration of Knowledge and Ideas                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Range of Reading and Level of Text Complexity                                                                                                                                               |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Text Types and Purposes                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Production and Distribution of Writing                                                                                                                                                      |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                        |

|                                                 |                                                  |                                                                                                                                                                                                   |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5           | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Research to Build and Present Knowledge</b>                                                                                                                                                    |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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 /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.9           | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Range of Writing</b>                                                                                                                                                                           |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0      | 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. |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                   |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Comprehension and Collaboration</b>                                                                                                                                                            |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.        |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b>  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                 |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Knowledge of Language</b>                                                                                                                                                                      |

|                                         |                                                 |                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.                                                                                                                                         |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI<br/>.6.</b>                         | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                         |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | RI.6.1.                                         | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | RI.6.2.                                         | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                                                                                                                                                       |
| EXPECTATION / SUBSTRAND                 | RI.6.3.                                         | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).                                                                                                                                                                                      |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI<br/>.6.</b>                         | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                         |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                              |
| EXPECTATION / SUBSTRAND                 | RI.6.4.                                         | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA                                                                                                                                  |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI<br/>.6.</b>                         | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                         |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Integration of Knowledge and Ideas</b>                                                                                                                                                                                                                                                                                               |

|                                         |                    |                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | RI.6.7.            | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.                                                                                                                                |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                             |
| EXPECTATION / SUBSTRAND                 | W.6.2.             | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                  |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.a.           | Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.b.           | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                       |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.c.           | Use appropriate transitions to clarify the relationships among ideas and concepts.                                                                                                                                                                                                                         |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.d.           | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                  |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.f.           | Provide a concluding statement or section that follows from the information or explanation presented.                                                                                                                                                                                                      |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                              |
| EXPECTATION / SUBSTRAND                 | W.6.4.             | 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.6.5.             | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)                            |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                             |
| EXPECTATION / SUBSTRAND                 | W.6.7.             | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.                                                                                                                                                                              |

|                                         |                     |                                                                                                                                                                                                                                                             |
|-----------------------------------------|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | W.6.8.              | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                    |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Range of Writing</b>                                                                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND                 | W.6.10.             | 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 discipline-specific tasks, purposes, and audiences.                                       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.SL .6.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                     |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                      |
| EXPECTATION / SUBSTRAND                 | SL.6.1.             | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                 |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.a.           | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                           |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.b.           | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                                                            |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.c.           | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                                                                                                        |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.d.           | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                                                                                  |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L. 6.</b>  | <b>Language Standards</b>                                                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Conventions of Standards English</b>                                                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND                 | L.6.1.              | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                                                      |
| FOUNDATION / PROFICIENCY LEVEL          | L.6.1.d.            | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                                                                                                    |
| FOUNDATION / PROFICIENCY LEVEL          | L.6.1.e.            | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.                                                                                   |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 6.**      **Language Standards**

|                                    |               |                                                                                                                           |
|------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |               | <b>Conventions of Standards English</b>                                                                                   |
| <b>EXPECTATION / SUBSTRAND</b>     | <b>L.6.2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |
| FOUNDATION / PROFICIENCY LEVEL     | L.6.2.a.      | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.                           |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 6.**      **Language Standards**

|                                    |               |                                                                                                     |
|------------------------------------|---------------|-----------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |               | <b>Knowledge of Language</b>                                                                        |
| <b>EXPECTATION / SUBSTRAND</b>     | <b>L.6.3.</b> | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |
| FOUNDATION / PROFICIENCY LEVEL     | L.6.3.a.      | Vary sentence patterns for meaning, reader/ listener interest, and style.                           |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 6.**      **Language Standards**

|                                    |               |                                                                                                                                                                               |
|------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |               | <b>Vocabulary Acquisition and Use</b>                                                                                                                                         |
| <b>EXPECTATION / SUBSTRAND</b>     | <b>L.6.4.</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b> |
| FOUNDATION / PROFICIENCY LEVEL     | L.6.4.a.      | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                 |

|                                |          |                                                                                                                                                 |
|--------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.6.4.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. 6.**      **Language Standards**

|                                    |        |                                                                                                                                                                                                              |
|------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| EXPECTATION / SUBSTRAND            | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## California Content Standards

### Language Arts

Grade 7 - Adopted: 2013

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Key Ideas and Details |
|-----------------------------------|--|-----------------------|
|-----------------------------------|--|-----------------------|

|                            |                                        |                                                                                                                            |
|----------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|----------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------|

|                            |                                        |                                                                                                   |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Craft and Structure |
|-----------------------------------|--|---------------------|
|-----------------------------------|--|---------------------|

|                            |                                        |                                                                                                                                                                                             |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Integration of Knowledge and Ideas |
|-----------------------------------|--|------------------------------------|
|-----------------------------------|--|------------------------------------|

|                            |                                        |                                                                                                                                    |
|----------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|----------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Range of Reading and Level of Text Complexity |
|-----------------------------------|--|-----------------------------------------------|
|-----------------------------------|--|-----------------------------------------------|

|                            |                                         |                                                                                              |
|----------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
|----------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE STANDARD / MODE      |                             | Text Types and Purposes                                                                                                                                                                           |
|----------------------------------|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.CRA.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.EL A-Literacy.CCRA.W.  | College and Career Readiness Anchor Standards for Writing                                                                                                                                         |
| PERFORMANCE STANDARD / MODE      |                             | Production and Distribution of Writing                                                                                                                                                            |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.CRA.W.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.CRA.W.5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A-Literacy.CCRA.W.  | College and Career Readiness Anchor Standards for Writing                                                                                                                                         |
| PERFORMANCE STANDARD / MODE      |                             | Research to Build and Present Knowledge                                                                                                                                                           |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.CRA.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.EL A-Literacy.CRA.W.9  | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A-Literacy.CCRA.W.  | College and Career Readiness Anchor Standards for Writing                                                                                                                                         |
| PERFORMANCE STANDARD / MODE      |                             | Range of Writing                                                                                                                                                                                  |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.CRA.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. |

|                                                 |                                                  |                                                                                 |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|

|                                            |  |                                        |
|--------------------------------------------|--|----------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Comprehension and Collaboration</b> |
|--------------------------------------------|--|----------------------------------------|

|                            |                                         |                                                                                                                                                                                            |
|----------------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                   |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b> |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|

|                                            |  |                              |
|--------------------------------------------|--|------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Knowledge of Language</b> |
|--------------------------------------------|--|------------------------------|

|                            |                                        |                                                                                                                                                                                                 |
|----------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                   |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b> |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|

|                                            |  |                                       |
|--------------------------------------------|--|---------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--------------------------------------------|--|---------------------------------------|

|                            |                                        |                                                                                                                                                                                                                         |
|----------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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 /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                         |                                                 |
|-------------------------------------------------|-------------------------|-------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.RI<br/>.7.</b> | <b>Reading Standards for Informational Text</b> |
|-------------------------------------------------|-------------------------|-------------------------------------------------|

|                                            |  |                              |
|--------------------------------------------|--|------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Key Ideas and Details</b> |
|--------------------------------------------|--|------------------------------|

|                            |         |                                                                                                                                         |
|----------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | RI.7.1. | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|----------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------|

|                            |         |                                                                                                                                                                            |
|----------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | RI.7.3. | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
|----------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                         |                                                 |
|-------------------------------------------------|-------------------------|-------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.RI<br/>.7.</b> | <b>Reading Standards for Informational Text</b> |
|-------------------------------------------------|-------------------------|-------------------------------------------------|

|                                         |                    |                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION / SUBSTRAND                 | RI.7.4.            | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) CA                                                                          |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 7.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                                    |
| EXPECTATION / SUBSTRAND                 | W.7.2.             | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                                                                                  |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.a.           | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.b.           | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                                              |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.c.           | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                                            |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.d.           | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                                         |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.f.           | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                                                |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 7.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND                 | W.7.4.             | 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.7.5.             | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)    |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 7.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |

|                                         |                     |                                                                                                                                                                                                                                                                                             |
|-----------------------------------------|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                              |
| EXPECTATION / SUBSTRAND                 | W.7.8.              | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                              |
| EXPECTATION / SUBSTRAND                 | W.7.9.              | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>                                                                                                                                                                                    |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.9.b.            | Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").                                                  |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Range of Writing</b>                                                                                                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND                 | W.7.10.             | 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 discipline-specific tasks, purposes, and audiences.                                                                       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.SL .7.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                     |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                      |
| EXPECTATION / SUBSTRAND                 | SL.7.1.             | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                                                          |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.a.           | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                     |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.b.           | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                          |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.c.           | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                                                                                                |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.d.           | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                                                                                                |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 7.**      **Language Standards**

| PERFORMANCE STANDARD / MODE    |          | Conventions of Standards English                                                                                      |
|--------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | L.7.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                |
| FOUNDATION / PROFICIENCY LEVEL | L.7.1.b. | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 7.**      **Language Standards**

| PERFORMANCE STANDARD / MODE    |          | Knowledge of Language                                                                                               |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | L.7.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.                        |
| FOUNDATION / PROFICIENCY LEVEL | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 7.**      **Language Standards**

| PERFORMANCE STANDARD / MODE    |          | Vocabulary Acquisition and Use                                                                                                                                         |
|--------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | L.7.4.   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |
| FOUNDATION / PROFICIENCY LEVEL | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.          |
| FOUNDATION / PROFICIENCY LEVEL | L.7.4.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. 7.**      **Language Standards**

| PERFORMANCE STANDARD / MODE |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
|-----------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | L.7.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                              |
|--------------------------------------------|--|------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Key Ideas and Details</b> |
|--------------------------------------------|--|------------------------------|

|                            |                                        |                                                                                                                            |
|----------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|----------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------|

|                            |                                        |                                                                                                   |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                            |
|--------------------------------------------|--|----------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Craft and Structure</b> |
|--------------------------------------------|--|----------------------------|

|                            |                                        |                                                                                                                                                                                             |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                           |
|--------------------------------------------|--|-------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Integration of Knowledge and Ideas</b> |
|--------------------------------------------|--|-------------------------------------------|

|                            |                                        |                                                                                                                                    |
|----------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|----------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                                      |
|--------------------------------------------|--|------------------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|--------------------------------------------|--|------------------------------------------------------|

|                            |                                         |                                                                                              |
|----------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
|----------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                |
|--------------------------------------------|--|--------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Text Types and Purposes</b> |
|--------------------------------------------|--|--------------------------------|

|                            |                                        |                                                                                                                                                                                        |
|----------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                               |
|--------------------------------------------|--|-----------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Production and Distribution of Writing</b> |
|--------------------------------------------|--|-----------------------------------------------|

|                            |                                        |                                                                                                                                      |
|----------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|----------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|

|                            |                                        |                                                                                                               |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                                |
|--------------------------------------------|--|------------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--------------------------------------------|--|------------------------------------------------|

|                            |                                        |                                                                                                                                                                                   |
|----------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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 /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                         |
|--------------------------------------------|--|-------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Range of Writing</b> |
|--------------------------------------------|--|-------------------------|

|                                  |                                             |                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0 | 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.EL<br>A-<br>Literacy.<br>CCRA.SL.      | College and Career Readiness Anchor Standards for Speaking and Listening                                                                                                                                                                                                                                                                |
| PERFORMANCE STANDARD / MODE      |                                             | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.       | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                             | Knowledge of Language                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.       | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                             | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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<br>.8.                             | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                                |
| PERFORMANCE STANDARD / MODE      |                                             | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | RI.8.1.                                     | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                           |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.RI .8.**      **Reading Standards for Informational Text**

| PERFORMANCE STANDARD / MODE |  | Craft and Structure |
|-----------------------------|--|---------------------|
|-----------------------------|--|---------------------|

|                         |         |                                                                                                                                                                                                                                                                                                                          |
|-------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | RI.8.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA |
|-------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 8.**      **Writing Standards**

| PERFORMANCE STANDARD / MODE |  | Text Types and Purposes |
|-----------------------------|--|-------------------------|
|-----------------------------|--|-------------------------|

|                         |        |                                                                                                                                                                                                                                                                            |
|-------------------------|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | W.8.2. | Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA |
|-------------------------|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                                                                                                                                                                                                              |
|--------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.a. | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
|--------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                                                                   |
|--------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                                                   |
|--------------------------------|----------|-------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
|--------------------------------|----------|-------------------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                           |
|--------------------------------|----------|-------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|--------------------------------|----------|-------------------------------------------------------------------------------------------|

|                                |          |                                                                                                                    |
|--------------------------------|----------|--------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
|--------------------------------|----------|--------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 8.**      **Writing Standards**

| PERFORMANCE STANDARD / MODE |  | Production and Distribution of Writing |
|-----------------------------|--|----------------------------------------|
|-----------------------------|--|----------------------------------------|

|                         |        |                                                                                                                                                                                                                          |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | W.8.4. | 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.8.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) |
|-------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**

**CA.CC.W. 8. Writing Standards**

| PERFORMANCE STANDARD / MODE |        | Research to Build and Present Knowledge                                                                                                                                                                                                                                                     |
|-----------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | W.8.7. | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.                                                                 |
| EXPECTATION / SUBSTRAND     | W.8.8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

**CONTENT STANDARD / DOMAIN / PART**

**CA.CC.W. 8. Writing Standards**

| PERFORMANCE STANDARD / MODE |         | Range of Writing                                                                                                                                                                                                      |
|-----------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | W.8.10. | 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 discipline-specific tasks, purposes, and audiences. |

**CONTENT STANDARD / DOMAIN / PART**

**CA.CC.SL .8. Speaking and Listening Standards**

| PERFORMANCE STANDARD / MODE    |           | Comprehension and Collaboration                                                                                                                                                                                             |
|--------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | SL.8.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.     |
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                      |
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                    |
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                |

**CONTENT STANDARD / DOMAIN / PART**

**CA.CC.L. 8. Language Standards**

| PERFORMANCE STANDARD / MODE |  | Conventions of Standards English |
|-----------------------------|--|----------------------------------|
|-----------------------------|--|----------------------------------|

|                                  |             |                                                                                                                                                                                                              |
|----------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | L.8.1.      | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                       |
| FOUNDATION / PROFICIENCY LEVEL   | L.8.1.b.    | Form and use verbs in the active and passive voice.                                                                                                                                                          |
| FOUNDATION / PROFICIENCY LEVEL   | L.8.1.d.    | Recognize and correct inappropriate shifts in verb voice and mood.                                                                                                                                           |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.L. 8. | Language Standards                                                                                                                                                                                           |
| PERFORMANCE STANDARD / MODE      |             | Vocabulary Acquisition and Use                                                                                                                                                                               |
| EXPECTATION / SUBSTRAND          | L.8.4.      | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.                                        |
| FOUNDATION / PROFICIENCY LEVEL   | L.8.4.a.    | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                |
| FOUNDATION / PROFICIENCY LEVEL   | L.8.4.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. 8. | Language Standards                                                                                                                                                                                           |
| PERFORMANCE STANDARD / MODE      |             | Vocabulary Acquisition and Use                                                                                                                                                                               |
| EXPECTATION / SUBSTRAND          | L.8.6.      | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

### Lesson 19: Unit 6 Summarizing Multiple References, p. 163-170

## California Content Standards

### Language Arts

Grade 6 - Adopted: 2013

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

|                                  |                                         |                                                                                                                                                                                             |
|----------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.3  | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                                                                                           |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Craft and Structure                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Integration of Knowledge and Ideas                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Range of Reading and Level of Text Complexity                                                                                                                                               |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Text Types and Purposes                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |

| PERFORMANCE STANDARD / MODE             |                                                  | Production and Distribution of Writing                                                                                                                                                            |
|-----------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4           | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5           | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| PERFORMANCE STANDARD / MODE             |                                                  | Research to Build and Present Knowledge                                                                                                                                                           |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.W.9           | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| PERFORMANCE STANDARD / MODE             |                                                  | Range of Writing                                                                                                                                                                                  |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                   |
| PERFORMANCE STANDARD / MODE             |                                                  | Comprehension and Collaboration                                                                                                                                                                   |

|                                                 |                                                 |                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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 /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.SL.2         | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                                                                                                                                                              |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Knowledge of Language</b>                                                                                                                                                                                                                                                                                                            |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.                                                                                                                                         |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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 /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.RI<br/>.6.</b>                         | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                         |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                            |
| EXPECTATION /<br>SUBSTRAND                      | RI.6.1.                                         | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND                      | RI.6.2.                                         | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                                                                                                                                                       |
| EXPECTATION /<br>SUBSTRAND                      | RI.6.3.                                         | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).                                                                                                                                                                                      |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.RI .6.**      **Reading Standards for Informational Text**

|                                    |  |                            |
|------------------------------------|--|----------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Craft and Structure</b> |
|------------------------------------|--|----------------------------|

|                         |         |                                                                                                                                                                                                        |
|-------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | RI.6.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA |
|-------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.RI .6.**      **Reading Standards for Informational Text**

|                                    |  |                                           |
|------------------------------------|--|-------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Integration of Knowledge and Ideas</b> |
|------------------------------------|--|-------------------------------------------|

|                         |         |                                                                                                                                                                             |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | RI.6.7. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 6.**      **Writing Standards**

|                                    |  |                                |
|------------------------------------|--|--------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Text Types and Purposes</b> |
|------------------------------------|--|--------------------------------|

|                                |               |                                                                                                                                                                                  |
|--------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EXPECTATION / SUBSTRAND</b> | <b>W.6.2.</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b> |
|--------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                                                                                                                                                                                                                                            |
|--------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.6.2.a. | Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
|--------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                                                      |
|--------------------------------|----------|----------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.6.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------------------|----------|----------------------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                    |
|--------------------------------|----------|------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.6.2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
|--------------------------------|----------|------------------------------------------------------------------------------------|

|                                |          |                                                                                           |
|--------------------------------|----------|-------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.6.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|--------------------------------|----------|-------------------------------------------------------------------------------------------|

|                                |          |                                                                                                       |
|--------------------------------|----------|-------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.6.2.f. | Provide a concluding statement or section that follows from the information or explanation presented. |
|--------------------------------|----------|-------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 6.**      **Writing Standards**

|                                    |  |                                               |
|------------------------------------|--|-----------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Production and Distribution of Writing</b> |
|------------------------------------|--|-----------------------------------------------|

|                                         |                     |                                                                                                                                                                                                                                                                                 |
|-----------------------------------------|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | W.6.4.              | 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.6.5.              | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                  |
| EXPECTATION / SUBSTRAND                 | W.6.7.              | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | W.6.8.              | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.                     |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Range of Writing</b>                                                                                                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND                 | W.6.10.             | 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 discipline-specific tasks, purposes, and audiences.                                                           |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.SL .6.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                         |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND                 | SL.6.1.             | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                     |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.a.           | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                               |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.b.           | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.c.           | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                                                                                                                            |

|                                                 |                        |                                                                                                                                                                               |
|-------------------------------------------------|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.d.              | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                    |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                     |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Conventions of Standards English</b>                                                                                                                                       |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.6.1.</b>          | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                 |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.1.d.               | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                      |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.1.e.               | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.     |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                     |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Conventions of Standards English</b>                                                                                                                                       |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.6.2.</b>          | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.2.a.               | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.                                                                               |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                     |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Knowledge of Language</b>                                                                                                                                                  |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.6.3.</b>          | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                                                                           |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.3.a.               | Vary sentence patterns for meaning, reader/ listener interest, and style.                                                                                                     |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                     |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                         |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.6.4.</b>          | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b> |

|                                                 |                        |                                                                                                                                                                                                              |
|-------------------------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.4.a.               | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.4.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).                                                              |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND                      | L.6.6.                 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## California Content Standards

### Language Arts

Grade 7 - Adopted: 2013

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

|                                         |                                    |                                                                                                                                                                                        |
|-----------------------------------------|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b>      |                                    | <b>Integration of Knowledge and Ideas</b>                                                                                                                                              |
| EXPECTATION / SUBSTRAND                 | CCSS.EL A-Literacy.C CRA.R.7       | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                     |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL A-Literacy. CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b>                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                    | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | CCSS.EL A-Literacy.C CRA.R.10      | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                           |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL A-Literacy. CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                    | <b>Text Types and Purposes</b>                                                                                                                                                         |
| EXPECTATION / SUBSTRAND                 | CCSS.EL A-Literacy.C CRA.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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL A-Literacy. CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                    | <b>Production and Distribution of Writing</b>                                                                                                                                          |
| EXPECTATION / SUBSTRAND                 | CCSS.EL A-Literacy.C CRA.W.4       | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                   |
| EXPECTATION / SUBSTRAND                 | CCSS.EL A-Literacy.C CRA.W.5       | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                          |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL A-Literacy. CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                    | <b>Research to Build and Present Knowledge</b>                                                                                                                                         |

|                                         |                                                  |                                                                                                                                                                                                   |
|-----------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.W.9           | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Range of Writing</b>                                                                                                                                                                           |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0      | 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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Comprehension and Collaboration</b>                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.SL.2          | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                        |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b>  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Knowledge of Language</b>                                                                                                                                                                      |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.   |

|                                                 |                                                 |                                                                   |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b> |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Vocabulary Acquisition and Use |
|-----------------------------------|--|--------------------------------|
|-----------------------------------|--|--------------------------------|

|                            |                                        |                                                                                                                                                                                                                         |
|----------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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 /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                         |                                                 |
|-------------------------------------------------|-------------------------|-------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.RI<br/>.7.</b> | <b>Reading Standards for Informational Text</b> |
|-------------------------------------------------|-------------------------|-------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Key Ideas and Details |
|-----------------------------------|--|-----------------------|
|-----------------------------------|--|-----------------------|

|                            |         |                                                                                                                                         |
|----------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | RI.7.1. | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|----------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------|

|                            |         |                                                                                                                                                                            |
|----------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | RI.7.3. | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
|----------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                         |                                                 |
|-------------------------------------------------|-------------------------|-------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.RI<br/>.7.</b> | <b>Reading Standards for Informational Text</b> |
|-------------------------------------------------|-------------------------|-------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Craft and Structure |
|-----------------------------------|--|---------------------|
|-----------------------------------|--|---------------------|

|                            |         |                                                                                                                                                                                                                                                                          |
|----------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | RI.7.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) CA |
|----------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                        |                          |
|-------------------------------------------------|------------------------|--------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b> | <b>Writing Standards</b> |
|-------------------------------------------------|------------------------|--------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Text Types and Purposes |
|-----------------------------------|--|-------------------------|
|-----------------------------------|--|-------------------------|

|                            |        |                                                                                                                                                                           |
|----------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | W.7.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
|----------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                      |          |                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.7.2.a. | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
|--------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                        |                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.2.b.               | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                                           |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.2.c.               | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                                         |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.2.d.               | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                                      |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.2.f.               | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                                             |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                  |
| EXPECTATION /<br>SUBSTRAND                      | W.7.4.                 | 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 /<br>SUBSTRAND                      | W.7.5.                 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| EXPECTATION /<br>SUBSTRAND                      | W.7.7.                 | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.                                                                                                                                                                  |
| EXPECTATION /<br>SUBSTRAND                      | W.7.8.                 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                                    |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| EXPECTATION /<br>SUBSTRAND                      | W.7.9.                 | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                                                                                                                                              |

|                                                 |                         |                                                                                                                                                                                                                                            |
|-------------------------------------------------|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.9.b.                | Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                   |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Range of Writing</b>                                                                                                                                                                                                                    |
| EXPECTATION /<br>SUBSTRAND                      | W.7.10.                 | 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 discipline-specific tasks, purposes, and audiences.                      |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.SL<br/>.7.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                     |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>SL.7.1.</b>          | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>         |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.a.               | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                    |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.b.               | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                         |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.c.               | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                                               |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.d.               | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                                               |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b>  | <b>Language Standards</b>                                                                                                                                                                                                                  |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Conventions of Standards English</b>                                                                                                                                                                                                    |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.7.1.</b>           | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                                              |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.1.b.                | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.                                                                                                                      |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b>  | <b>Language Standards</b>                                                                                                                                                                                                                  |

|                             |        |                                                                                              |
|-----------------------------|--------|----------------------------------------------------------------------------------------------|
| PERFORMANCE STANDARD / MODE |        | Knowledge of Language                                                                        |
| EXPECTATION / SUBSTRAND     | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

|                                |          |                                                                                                                     |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 7.**      **Language Standards**

|                             |        |                                                                                                                                                                        |
|-----------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE STANDARD / MODE |        | Vocabulary Acquisition and Use                                                                                                                                         |
| EXPECTATION / SUBSTRAND     | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |

|                                |          |                                                                                                                                                               |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                                                                                 |
|--------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.7.4.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. 7.**      **Language Standards**

|                             |  |                                |
|-----------------------------|--|--------------------------------|
| PERFORMANCE STANDARD / MODE |  | Vocabulary Acquisition and Use |
|-----------------------------|--|--------------------------------|

|                         |        |                                                                                                                                                                                                              |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | L.7.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## California Content Standards

### Language Arts

Grade 8 - Adopted: 2013

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

|                             |  |                       |
|-----------------------------|--|-----------------------|
| PERFORMANCE STANDARD / MODE |  | Key Ideas and Details |
|-----------------------------|--|-----------------------|

|                         |                              |                                                                                                                            |
|-------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|-------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------|

|                                  |                                         |                                                                                                                                                                                             |
|----------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.3  | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                                                                                           |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Craft and Structure                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Integration of Knowledge and Ideas                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Range of Reading and Level of Text Complexity                                                                                                                                               |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Text Types and Purposes                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |

| PERFORMANCE STANDARD / MODE             |                                                  | Production and Distribution of Writing                                                                                                                                                            |
|-----------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4           | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5           | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| PERFORMANCE STANDARD / MODE             |                                                  | Research to Build and Present Knowledge                                                                                                                                                           |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.W.9           | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| PERFORMANCE STANDARD / MODE             |                                                  | Range of Writing                                                                                                                                                                                  |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0      | 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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                   |
| PERFORMANCE STANDARD / MODE             |                                                  | Comprehension and Collaboration                                                                                                                                                                   |

|                                                 |                                                 |                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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 /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.SL.2         | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                                                                                                                                                              |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Knowledge of Language</b>                                                                                                                                                                                                                                                                                                            |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.                                                                                                                                         |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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 /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.RI<br/>.8.</b>                         | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                         |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                            |
| EXPECTATION /<br>SUBSTRAND                      | RI.8.1.                                         | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.RI<br/>.8.</b>                         | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                         |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                              |

|                                         |                    |                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | RI.8.4.            | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA                       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 8.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND                 | W.8.2.             | Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA                                                                     |
| FOUNDATION / PROFICIENCY LEVEL          | W.8.2.a.           | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA                                                                   |
| FOUNDATION / PROFICIENCY LEVEL          | W.8.2.b.           | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                              |
| FOUNDATION / PROFICIENCY LEVEL          | W.8.2.c.           | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                              |
| FOUNDATION / PROFICIENCY LEVEL          | W.8.2.d.           | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                                      |
| FOUNDATION / PROFICIENCY LEVEL          | W.8.2.f.           | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                                             |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 8.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                  |
| EXPECTATION / SUBSTRAND                 | W.8.4.             | 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.8.5.             | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 8.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |

|                                         |                     |                                                                                                                                                                                                                                                                                             |
|-----------------------------------------|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | W.8.7.              | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.                                                                 |
| EXPECTATION / SUBSTRAND                 | W.8.8.              | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Range of Writing</b>                                                                                                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND                 | W.8.10.             | 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 discipline-specific tasks, purposes, and audiences.                                                                       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.SL .8.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                     |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                      |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>SL.8.1.</b>      | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                                                          |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.a.           | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                     |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.b.           | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                      |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.c.           | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                    |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.d.           | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L. 8.</b>  | <b>Language Standards</b>                                                                                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Conventions of Standards English</b>                                                                                                                                                                                                                                                     |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>L.8.1.</b>       | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                                                                                               |
| FOUNDATION / PROFICIENCY LEVEL          | L.8.1.b.            | Form and use verbs in the active and passive voice.                                                                                                                                                                                                                                         |

|                                                 |                        |                                                                                                                                                                                                              |
|-------------------------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.8.1.d.               | Recognize and correct inappropriate shifts in verb voice and mood.                                                                                                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>8.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.8.4.</b>          | <b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>                                 |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.8.4.a.               | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.8.4.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).                                                              |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>8.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND                      | L.8.6.                 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

### Lesson 20: Unit 7 Inventive Writing, p. 171-178

## California Content Standards

### Language Arts

Grade 6 - Adopted: 2013

|                                                 |                                                 |                                                                                                                                                                                        |
|-------------------------------------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Text Types and Purposes</b>                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |

|                                         |                                                  |                                                                                                                                                                                                                         |
|-----------------------------------------|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Production and Distribution of Writing</b>                                                                                                                                                                           |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4           | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                                    |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5           | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                                           |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Range of Writing</b>                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0      | 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.                       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                                         |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Comprehension and Collaboration</b>                                                                                                                                                                                  |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.                              |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b>  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W.<br/>6.</b>                           | <b>Writing Standards</b>                                                                                                                                                                                                |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Text Types and Purposes</b>                                                                                                                                                                                          |

|                                         |                    |                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EXPECTATION / SUBSTRAND</b>          | <b>W.6.2.</b>      | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                                           |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.a.           | Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.b.           | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                       |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.c.           | Use appropriate transitions to clarify the relationships among ideas and concepts.                                                                                                                                                                                                                         |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.d.           | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                  |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.f.           | Provide a concluding statement or section that follows from the information or explanation presented.                                                                                                                                                                                                      |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                              |
| EXPECTATION / SUBSTRAND                 | W.6.4.             | 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.6.5.             | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)                            |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                             |
| EXPECTATION / SUBSTRAND                 | W.6.8.             | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.                                                |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                    |

|                                         |                    |                                                                                                                                                                                                                                    |
|-----------------------------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | W.6.10.            | 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 discipline-specific tasks, purposes, and audiences.              |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.SL.6.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                            |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Comprehension and Collaboration</b>                                                                                                                                                                                             |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>SL.6.1.</b>     | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.a.          | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                  |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.b.          | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                                   |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.c.          | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                                                                               |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.d.          | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                                                         |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L.6.</b>  | <b>Language Standards</b>                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Conventions of Standards English</b>                                                                                                                                                                                            |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>L.6.1.</b>      | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                                      |
| FOUNDATION / PROFICIENCY LEVEL          | L.6.1.d.           | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                                                                           |
| FOUNDATION / PROFICIENCY LEVEL          | L.6.1.e.           | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.                                                          |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L.6.</b>  | <b>Language Standards</b>                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Knowledge of Language</b>                                                                                                                                                                                                       |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>L.6.3.</b>      | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                                                                                                                                |

|                                                 |                        |                                                                                                                                                                                                              |
|-------------------------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.3.a.               | Vary sentence patterns for meaning, reader/ listener interest, and style.                                                                                                                                    |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND                      | L.6.6.                 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## California Content Standards

### Language Arts

Grade 7 - Adopted: 2013

|                                                 |                                                 |                                                                                                                                                                                        |
|-------------------------------------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Text Types and Purposes</b>                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Production and Distribution of Writing</b>                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4          | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                   |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5          | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                          |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Range of Writing</b>                                                                                                                                                                |

|                                  |                                             |                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0 | 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.EL<br>A-<br>Literacy.<br>CCRA.SL.      | College and Career Readiness Anchor Standards for Speaking and Listening                                                                                                                                                                                                                                                                          |
| PERFORMANCE STANDARD / MODE      |                                             | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.       | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                                        |
| PERFORMANCE STANDARD / MODE      |                                             | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                                    |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.<br>7.                              | Writing Standards                                                                                                                                                                                                                                                                                                                                 |
| PERFORMANCE STANDARD / MODE      |                                             | Text Types and Purposes                                                                                                                                                                                                                                                                                                                           |
| EXPECTATION / SUBSTRAND          | W.7.2.                                      | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                                                         |
| FOUNDATION / PROFICIENCY LEVEL   | W.7.2.a.                                    | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
| FOUNDATION / PROFICIENCY LEVEL   | W.7.2.b.                                    | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                                              |
| FOUNDATION / PROFICIENCY LEVEL   | W.7.2.c.                                    | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                                            |
| FOUNDATION / PROFICIENCY LEVEL   | W.7.2.d.                                    | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                                         |

|                                                 |                         |                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.2.f.                | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                                             |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                  |
| EXPECTATION /<br>SUBSTRAND                      | W.7.4.                  | 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 /<br>SUBSTRAND                      | W.7.5.                  | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| EXPECTATION /<br>SUBSTRAND                      | W.7.8.                  | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                                    |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND                      | W.7.10.                 | 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 discipline-specific tasks, purposes, and audiences.                                                                                                                          |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.SL<br/>.7.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND                      | SL.7.1.                 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                                                                                    |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.a.               | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                                                                        |

|                                                 |                        |                                                                                                                                                                                                                     |
|-------------------------------------------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.b.              | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                  |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.c.              | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                        |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.d.              | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                        |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                                                           |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Conventions of Standards English</b>                                                                                                                                                                             |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.7.1.</b>          | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                       |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.1.b.               | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.                                                                                               |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                                                           |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Knowledge of Language</b>                                                                                                                                                                                        |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.7.3.</b>          | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                                                                                                                 |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.3.a.               | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.                                                                                                 |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                                                           |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                               |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.7.6.</b>          | <b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b> |

## California Content Standards

### Language Arts

Grade 8 - Adopted: 2013

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                         |                                                  |                                                                                                                                                                                                   |
|-----------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Text Types and Purposes</b>                                                                                                                                                                    |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.            |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Production and Distribution of Writing</b>                                                                                                                                                     |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4           | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5           | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Range of Writing</b>                                                                                                                                                                           |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0      | 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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Comprehension and Collaboration</b>                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.        |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b>  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                             |

|                                         |                                        |                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.                                                                                                                        |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 8.</b>                     | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                        | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND                 | W.8.2.                                 | Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA                                                                     |
| FOUNDATION / PROFICIENCY LEVEL          | W.8.2.a.                               | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA                                                                   |
| FOUNDATION / PROFICIENCY LEVEL          | W.8.2.b.                               | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                              |
| FOUNDATION / PROFICIENCY LEVEL          | W.8.2.c.                               | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                              |
| FOUNDATION / PROFICIENCY LEVEL          | W.8.2.d.                               | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                                      |
| FOUNDATION / PROFICIENCY LEVEL          | W.8.2.f.                               | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                                             |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 8.</b>                     | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                        | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                  |
| EXPECTATION / SUBSTRAND                 | W.8.4.                                 | 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.8.5.                                 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 8.</b>                     | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                        | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |

|                                         |                     |                                                                                                                                                                                                                                                                                             |
|-----------------------------------------|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | W.8.8.              | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Range of Writing</b>                                                                                                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND                 | W.8.10.             | 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 discipline-specific tasks, purposes, and audiences.                                                                       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.SL .8.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                     |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                      |
| EXPECTATION / SUBSTRAND                 | SL.8.1.             | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                                 |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.a.           | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                     |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.b.           | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                      |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.c.           | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                    |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.d.           | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L. 8.</b>  | <b>Language Standards</b>                                                                                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Conventions of Standards English</b>                                                                                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND                 | L.8.1.              | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                                                                                      |
| FOUNDATION / PROFICIENCY LEVEL          | L.8.1.b.            | Form and use verbs in the active and passive voice.                                                                                                                                                                                                                                         |
| FOUNDATION / PROFICIENCY LEVEL          | L.8.1.d.            | Recognize and correct inappropriate shifts in verb voice and mood.                                                                                                                                                                                                                          |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 8.**      **Language Standards**

| PERFORMANCE STANDARD / MODE |  | Vocabulary Acquisition and Use |
|-----------------------------|--|--------------------------------|
|-----------------------------|--|--------------------------------|

|                         |        |                                                                                                                                                                                                              |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | L.8.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Lesson 21: Unit 7 Inventive Writing, p. 179-186

## California Content Standards

### Language Arts

#### Grade 6 - Adopted: 2013

**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy. CCRA.W.**      **College and Career Readiness Anchor Standards for Writing**

| PERFORMANCE STANDARD / MODE |  | Text Types and Purposes |
|-----------------------------|--|-------------------------|
|-----------------------------|--|-------------------------|

|                         |                              |                                                                                                                                                                                        |
|-------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.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.EL A-Literacy. CCRA.W.**      **College and Career Readiness Anchor Standards for Writing**

| PERFORMANCE STANDARD / MODE |  | Production and Distribution of Writing |
|-----------------------------|--|----------------------------------------|
|-----------------------------|--|----------------------------------------|

|                         |                              |                                                                                                                                      |
|-------------------------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|-------------------------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|

|                         |                              |                                                                                                               |
|-------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|-------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy. CCRA.W.**      **College and Career Readiness Anchor Standards for Writing**

| PERFORMANCE STANDARD / MODE |  | Range of Writing |
|-----------------------------|--|------------------|
|-----------------------------|--|------------------|

|                                  |                                             |                                                                                                                                                                                                                                                                                                            |
|----------------------------------|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0 | 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.EL<br>A-<br>Literacy.<br>CCRA.SL.      | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                                                                                                                            |
| PERFORMANCE STANDARD / MODE      |                                             | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.       | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                                          |
| PERFORMANCE STANDARD / MODE      |                                             | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                      |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.<br>6.                              | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                             | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                             |
| EXPECTATION / SUBSTRAND          | W.6.2.                                      | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                                           |
| FOUNDATION / PROFICIENCY LEVEL   | W.6.2.a.                                    | Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
| FOUNDATION / PROFICIENCY LEVEL   | W.6.2.b.                                    | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                       |
| FOUNDATION / PROFICIENCY LEVEL   | W.6.2.c.                                    | Use appropriate transitions to clarify the relationships among ideas and concepts.                                                                                                                                                                                                                         |
| FOUNDATION / PROFICIENCY LEVEL   | W.6.2.d.                                    | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                  |

|                                                 |                         |                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.6.2.f.                | Provide a concluding statement or section that follows from the information or explanation presented.                                                                                                                                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND                      | W.6.4.                  | 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 /<br>SUBSTRAND                      | W.6.5.                  | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                  |
| EXPECTATION /<br>SUBSTRAND                      | W.6.8.                  | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.                     |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Range of Writing</b>                                                                                                                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND                      | W.6.10.                 | 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 discipline-specific tasks, purposes, and audiences.                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.SL<br/>.6.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                         |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND                      | SL.6.1.                 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.a.               | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                               |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.b.               | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                |

|                                                 |                                                 |                                                                                                                                                                                                                     |
|-------------------------------------------------|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.c.                                       | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                                                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.d.                                       | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                                          |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b>                          | <b>Language Standards</b>                                                                                                                                                                                           |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Conventions of Standards English</b>                                                                                                                                                                             |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.6.1.</b>                                   | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                       |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.1.d.                                        | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                                                            |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.1.e.                                        | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b>                          | <b>Language Standards</b>                                                                                                                                                                                           |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Knowledge of Language</b>                                                                                                                                                                                        |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.6.3.</b>                                   | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                                                                                                                 |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.3.a.                                        | Vary sentence patterns for meaning, reader/ listener interest, and style.                                                                                                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b>                          | <b>Language Standards</b>                                                                                                                                                                                           |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                               |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.6.6.</b>                                   | <b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b> |
| <b>California Content Standards</b>             |                                                 |                                                                                                                                                                                                                     |
| <b>Language Arts</b>                            |                                                 |                                                                                                                                                                                                                     |
| <b>Grade 7 - Adopted: 2013</b>                  |                                                 |                                                                                                                                                                                                                     |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                                    |

|                                         |                                                  |                                                                                                                                                                                                   |
|-----------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Text Types and Purposes</b>                                                                                                                                                                    |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.            |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Production and Distribution of Writing</b>                                                                                                                                                     |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4           | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5           | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Range of Writing</b>                                                                                                                                                                           |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0      | 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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Comprehension and Collaboration</b>                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.        |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b>  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                             |

|                                         |                              |                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | CCSS.EL A-Literacy.C CRA.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.                                                                                                                           |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 7.</b>           | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                              | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                                    |
| EXPECTATION / SUBSTRAND                 | W.7.2.                       | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                                                                                  |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.a.                     | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.b.                     | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                                              |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.c.                     | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                                            |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.d.                     | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                                         |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.f.                     | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                                                |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 7.</b>           | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                              | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND                 | W.7.4.                       | 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.7.5.                       | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)    |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 7.</b>           | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                              | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                    |

|                                         |                     |                                                                                                                                                                                                                                                                                             |
|-----------------------------------------|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | W.7.8.              | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Range of Writing</b>                                                                                                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND                 | W.7.10.             | 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 discipline-specific tasks, purposes, and audiences.                                                                       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.SL .7.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                     |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                      |
| EXPECTATION / SUBSTRAND                 | SL.7.1.             | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                                 |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.a.           | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                     |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.b.           | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                          |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.c.           | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                                                                                                |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.d.           | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                                                                                                |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L. 7.</b>  | <b>Language Standards</b>                                                                                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Conventions of Standards English</b>                                                                                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND                 | L.7.1.              | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                                                                                      |
| FOUNDATION / PROFICIENCY LEVEL          | L.7.1.b.            | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.                                                                                                                                                                       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L. 7.</b>  | <b>Language Standards</b>                                                                                                                                                                                                                                                                   |

|                                  |             |                                                                                                                     |
|----------------------------------|-------------|---------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE STANDARD / MODE      |             | Knowledge of Language                                                                                               |
| EXPECTATION / SUBSTRAND          | L.7.3.      | Use knowledge of language and its conventions when writing, speaking, reading, or listening.                        |
| FOUNDATION / PROFICIENCY LEVEL   | L.7.3.a.    | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.L. 7. | Language Standards                                                                                                  |

|                             |        |                                                                                                                                                                                                              |
|-----------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE STANDARD / MODE |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
| EXPECTATION / SUBSTRAND     | L.7.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## California Content Standards

### Language Arts

Grade 8 - Adopted: 2013

|                                  |                             |                                                           |
|----------------------------------|-----------------------------|-----------------------------------------------------------|
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A-Literacy. CCRA.W. | College and Career Readiness Anchor Standards for Writing |
|----------------------------------|-----------------------------|-----------------------------------------------------------|

|                             |                              |                                                                                                                                                                                        |
|-----------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE STANDARD / MODE |                              | Text Types and Purposes                                                                                                                                                                |
| EXPECTATION / SUBSTRAND     | CCSS.EL A-Literacy.C CRA.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.EL A-Literacy. CCRA.W. | College and Career Readiness Anchor Standards for Writing |
|----------------------------------|-----------------------------|-----------------------------------------------------------|

|                             |                              |                                                                                                                                      |
|-----------------------------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE STANDARD / MODE |                              | Production and Distribution of Writing                                                                                               |
| EXPECTATION / SUBSTRAND     | CCSS.EL A-Literacy.C CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

|                                  |                              |                                                                                                               |
|----------------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A-Literacy. CCRA.W.  | College and Career Readiness Anchor Standards for Writing                                                     |

| PERFORMANCE STANDARD / MODE      |                             | Range of Writing                                                                                                                                                                                                                                                                  |
|----------------------------------|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.CRA.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.EL A-Literacy.CCRA.SL. | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                             | Comprehension and Collaboration                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.CRA.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.EL A-Literacy.CCRA.L.  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                 |
| PERFORMANCE STANDARD / MODE      |                             | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                    |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.CRA.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.8.                  | <b>Writing Standards</b>                                                                                                                                                                                                                                                          |
| PERFORMANCE STANDARD / MODE      |                             | Text Types and Purposes                                                                                                                                                                                                                                                           |
| EXPECTATION / SUBSTRAND          | W.8.2.                      | <b>Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA</b> |
| FOUNDATION / PROFICIENCY LEVEL   | W.8.2.a.                    | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA      |
| FOUNDATION / PROFICIENCY LEVEL   | W.8.2.b.                    | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                 |
| FOUNDATION / PROFICIENCY LEVEL   | W.8.2.c.                    | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                 |

|                                                 |                         |                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.8.2.d.                | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                                      |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.8.2.f.                | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                                             |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                  |
| EXPECTATION /<br>SUBSTRAND                      | W.8.4.                  | 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 /<br>SUBSTRAND                      | W.8.5.                  | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| EXPECTATION /<br>SUBSTRAND                      | W.8.8.                  | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                                    |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND                      | W.8.10.                 | 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 discipline-specific tasks, purposes, and audiences.                                                                                                                          |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.SL<br/>.8.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND                      | SL.8.1.                 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                                                                                    |

|                                      |           |                                                                                                                                                                                                                         |
|--------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | SL.8.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | SL.8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                  |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | SL.8.1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | SL.8.1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                            |

**CONTENT  
STANDARD /  
DOMAIN / PART**      **CA.CC.L.  
8.**      **Language Standards**

|                                            |               |                                                                                                               |
|--------------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |               | <b>Conventions of Standards English</b>                                                                       |
| <b>EXPECTATION /<br/>SUBSTRAND</b>         | <b>L.8.1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |

|                                      |          |                                                                    |
|--------------------------------------|----------|--------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | L.8.1.b. | Form and use verbs in the active and passive voice.                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | L.8.1.d. | Recognize and correct inappropriate shifts in verb voice and mood. |

**CONTENT  
STANDARD /  
DOMAIN / PART**      **CA.CC.L.  
8.**      **Language Standards**

|                                            |               |                                                                                                                                                                                                                     |
|--------------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |               | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                               |
| <b>EXPECTATION /<br/>SUBSTRAND</b>         | <b>L.8.6.</b> | <b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b> |

Lesson 22: Unit 7 Inventive Writing, p. 187-194

**California Content Standards**

**Language Arts**

Grade 6 - Adopted: 2013

**CONTENT  
STANDARD /  
DOMAIN / PART**      **CCSS.EL  
A-  
Literacy.  
CCRA.W.**      **College and Career Readiness Anchor Standards for Writing**

|                                         |                                                  |                                                                                                                                                                                                   |
|-----------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Text Types and Purposes</b>                                                                                                                                                                    |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.            |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Production and Distribution of Writing</b>                                                                                                                                                     |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4           | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5           | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Range of Writing</b>                                                                                                                                                                           |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0      | 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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Comprehension and Collaboration</b>                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.        |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b>  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                             |

|                                         |                                        |                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.                                                                                    |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b>                     | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                        | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                             |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>W.6.2.</b>                          | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                                           |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.a.                               | Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.b.                               | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                       |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.c.                               | Use appropriate transitions to clarify the relationships among ideas and concepts.                                                                                                                                                                                                                         |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.d.                               | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                  |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.f.                               | Provide a concluding statement or section that follows from the information or explanation presented.                                                                                                                                                                                                      |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b>                     | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                        | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                              |
| EXPECTATION / SUBSTRAND                 | W.6.4.                                 | 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.6.5.                                 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)                            |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b>                     | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                        | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                             |

|                                         |                     |                                                                                                                                                                                                                                                             |
|-----------------------------------------|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | W.6.8.              | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                    |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Range of Writing</b>                                                                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND                 | W.6.10.             | 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 discipline-specific tasks, purposes, and audiences.                                       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.SL .6.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                     |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                      |
| EXPECTATION / SUBSTRAND                 | SL.6.1.             | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                 |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.a.           | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                           |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.b.           | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                                                            |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.c.           | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                                                                                                        |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.d.           | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                                                                                  |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L. 6.</b>  | <b>Language Standards</b>                                                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Conventions of Standards English</b>                                                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND                 | L.6.1.              | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                                                      |
| FOUNDATION / PROFICIENCY LEVEL          | L.6.1.d.            | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                                                                                                    |
| FOUNDATION / PROFICIENCY LEVEL          | L.6.1.e.            | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.                                                                                   |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 6.**      **Language Standards**

|                                    |               |                                                                                                     |
|------------------------------------|---------------|-----------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |               | <b>Knowledge of Language</b>                                                                        |
| <b>EXPECTATION / SUBSTRAND</b>     | <b>L.6.3.</b> | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |

FOUNDATION / PROFICIENCY LEVEL      L.6.3.a.      Vary sentence patterns for meaning, reader/ listener interest, and style.

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 6.**      **Language Standards**

|                                    |  |                                       |
|------------------------------------|--|---------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|------------------------------------|--|---------------------------------------|

EXPECTATION / SUBSTRAND      L.6.6.      Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## California Content Standards

### Language Arts

Grade 7 - Adopted: 2013

**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy. CCRA.W.**      **College and Career Readiness Anchor Standards for Writing**

|                                    |  |                                |
|------------------------------------|--|--------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Text Types and Purposes</b> |
|------------------------------------|--|--------------------------------|

EXPECTATION / SUBSTRAND      CCSS.EL A-Literacy.C CRA.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.EL A-Literacy. CCRA.W.**      **College and Career Readiness Anchor Standards for Writing**

|                                    |  |                                               |
|------------------------------------|--|-----------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Production and Distribution of Writing</b> |
|------------------------------------|--|-----------------------------------------------|

EXPECTATION / SUBSTRAND      CCSS.EL A-Literacy.C CRA.W.4      Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / SUBSTRAND      CCSS.EL A-Literacy.C CRA.W.5      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Range of Writing |
|-----------------------------------|--|------------------|
|-----------------------------------|--|------------------|

|                            |                                             |                                                                                                                                                                                                   |
|----------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0 | 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. |
|----------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                  |                                                                                 |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Comprehension and Collaboration |
|-----------------------------------|--|---------------------------------|
|-----------------------------------|--|---------------------------------|

|                            |                                         |                                                                                                                                                                                            |
|----------------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                   |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b> |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Vocabulary Acquisition and Use |
|-----------------------------------|--|--------------------------------|
|-----------------------------------|--|--------------------------------|

|                            |                                        |                                                                                                                                                                                                                         |
|----------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                        |                          |
|-------------------------------------------------|------------------------|--------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b> | <b>Writing Standards</b> |
|-------------------------------------------------|------------------------|--------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Text Types and Purposes |
|-----------------------------------|--|-------------------------|
|-----------------------------------|--|-------------------------|

|                            |        |                                                                                                                                                                           |
|----------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | W.7.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
|----------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                      |          |                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.7.2.a. | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
|--------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                      |          |                                                                                                                      |
|--------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.7.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------|

|                                                 |                         |                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.2.c.                | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                                         |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.2.d.                | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                                      |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.2.f.                | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                                             |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                  |
| EXPECTATION /<br>SUBSTRAND                      | W.7.4.                  | 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 /<br>SUBSTRAND                      | W.7.5.                  | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| EXPECTATION /<br>SUBSTRAND                      | W.7.8.                  | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                                    |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND                      | W.7.10.                 | 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 discipline-specific tasks, purposes, and audiences.                                                                                                                          |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.SL<br/>.7.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                         |

|                                         |                    |                                                                                                                                                                                                                                    |
|-----------------------------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EXPECTATION / SUBSTRAND</b>          | <b>SL.7.1.</b>     | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.a.          | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.            |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.b.          | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                 |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.c.          | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                                       |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.d.          | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                                       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L. 7.</b> | <b>Language Standards</b>                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Conventions of Standards English</b>                                                                                                                                                                                            |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>L.7.1.</b>      | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                                      |
| FOUNDATION / PROFICIENCY LEVEL          | L.7.1.b.           | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.                                                                                                              |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L. 7.</b> | <b>Language Standards</b>                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Knowledge of Language</b>                                                                                                                                                                                                       |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>L.7.3.</b>      | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                                                                                                                                |
| FOUNDATION / PROFICIENCY LEVEL          | L.7.3.a.           | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.                                                                                                                |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L. 7.</b> | <b>Language Standards</b>                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                              |
| EXPECTATION / SUBSTRAND                 | L.7.6.             | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.                       |

## Language Arts

Grade 8 - Adopted: 2013

**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy. CCRA.W.**      **College and Career Readiness Anchor Standards for Writing**

**PERFORMANCE STANDARD / MODE**      **Text Types and Purposes**

EXPECTATION / SUBSTRAND      CCSS.EL A-Literacy.C CRA.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.EL A-Literacy. CCRA.W.**      **College and Career Readiness Anchor Standards for Writing**

**PERFORMANCE STANDARD / MODE**      **Production and Distribution of Writing**

EXPECTATION / SUBSTRAND      CCSS.EL A-Literacy.C CRA.W.4      Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / SUBSTRAND      CCSS.EL A-Literacy.C CRA.W.5      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy. CCRA.W.**      **College and Career Readiness Anchor Standards for Writing**

**PERFORMANCE STANDARD / MODE**      **Range of Writing**

EXPECTATION / SUBSTRAND      CCSS.EL A-Literacy.C CRA.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.EL A-Literacy. CCRA.SL.**      **College and Career Readiness Anchor Standards for Speaking and Listening**

**PERFORMANCE STANDARD / MODE**      **Comprehension and Collaboration**

EXPECTATION / SUBSTRAND      CCSS.EL A-Literacy.C CRA.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.

| PERFORMANCE<br>STANDARD /<br>MODE |  | Vocabulary Acquisition and Use |
|-----------------------------------|--|--------------------------------|
|-----------------------------------|--|--------------------------------|

|                            |                                        |                                                                                                                                                                                                                         |
|----------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |        | Text Types and Purposes                                                                                                                                                                                                                                                    |
|-----------------------------------|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | W.8.2. | Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA |

|                                      |          |                                                                                                                                                                                                                                                                              |
|--------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.8.2.a. | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
|--------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                      |          |                                                                                                                                   |
|--------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------|

|                                      |          |                                                                                                                   |
|--------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
|--------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------|

|                                      |          |                                                                                           |
|--------------------------------------|----------|-------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|--------------------------------------|----------|-------------------------------------------------------------------------------------------|

|                                      |          |                                                                                                                    |
|--------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
|--------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Production and Distribution of Writing |
|-----------------------------------|--|----------------------------------------|
|-----------------------------------|--|----------------------------------------|

|                            |        |                                                                                                                                                                                                                          |
|----------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | W.8.4. | 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.8.5.              | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND                 | W.8.8.              | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                                    |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION / SUBSTRAND                 | W.8.10.             | 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 discipline-specific tasks, purposes, and audiences.                                                                                                                          |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.SL .8.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                         |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>SL.8.1.</b>      | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                                                                                                             |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.a.           | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                                                                        |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.b.           | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                                         |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.c.           | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                                                                       |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.d.           | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                                                                   |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L. 8.</b>  | <b>Language Standards</b>                                                                                                                                                                                                                                                                                                                      |

|                             |        |                                                                                                        |
|-----------------------------|--------|--------------------------------------------------------------------------------------------------------|
| PERFORMANCE STANDARD / MODE |        | Conventions of Standards English                                                                       |
| EXPECTATION / SUBSTRAND     | L.8.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

|                                |          |                                                     |
|--------------------------------|----------|-----------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.8.1.b. | Form and use verbs in the active and passive voice. |
|--------------------------------|----------|-----------------------------------------------------|

|                                |          |                                                                    |
|--------------------------------|----------|--------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.8.1.d. | Recognize and correct inappropriate shifts in verb voice and mood. |
|--------------------------------|----------|--------------------------------------------------------------------|

|                                  |             |                                |
|----------------------------------|-------------|--------------------------------|
| CONTENT STANDARD / DOMAIN / PART | CA.CC.L. 8. | Language Standards             |
| PERFORMANCE STANDARD / MODE      |             | Vocabulary Acquisition and Use |

|                         |        |                                                                                                                                                                                                              |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | L.8.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Lesson 23: Unit 7 Inventive Writing, p. 195-200

## California Content Standards

### Language Arts

#### Grade 6 - Adopted: 2013

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

|                         |                              |                                                                                                                                                                                        |
|-------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.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.EL A-Literacy. CCRA.W. | College and Career Readiness Anchor Standards for Writing |
| PERFORMANCE STANDARD / MODE      |                             | Production and Distribution of Writing                    |

|                         |                              |                                                                                                                                      |
|-------------------------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|-------------------------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|

|                                  |                                             |                                                                                                                                                                                                                                                                                                            |
|----------------------------------|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5      | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                                                                                                                              |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.       | College and Career Readiness Anchor Standards for Writing                                                                                                                                                                                                                                                  |
| PERFORMANCE STANDARD / MODE      |                                             | Range of Writing                                                                                                                                                                                                                                                                                           |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0 | 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.EL<br>A-<br>Literacy.<br>CCRA.SL.      | College and Career Readiness Anchor Standards for Speaking and Listening                                                                                                                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                             | Comprehension and Collaboration                                                                                                                                                                                                                                                                            |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.       | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                 |
| PERFORMANCE STANDARD / MODE      |                                             | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                             |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.<br>6.                              | Writing Standards                                                                                                                                                                                                                                                                                          |
| PERFORMANCE STANDARD / MODE      |                                             | Text Types and Purposes                                                                                                                                                                                                                                                                                    |
| EXPECTATION / SUBSTRAND          | W.6.2.                                      | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                  |
| FOUNDATION / PROFICIENCY LEVEL   | W.6.2.a.                                    | Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |

|                                                 |                         |                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.6.2.b.                | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                            |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.6.2.c.                | Use appropriate transitions to clarify the relationships among ideas and concepts.                                                                                                                                                                                              |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.6.2.d.                | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                       |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.6.2.f.                | Provide a concluding statement or section that follows from the information or explanation presented.                                                                                                                                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND                      | W.6.4.                  | 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 /<br>SUBSTRAND                      | W.6.5.                  | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                  |
| EXPECTATION /<br>SUBSTRAND                      | W.6.8.                  | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.                     |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Range of Writing</b>                                                                                                                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND                      | W.6.10.                 | 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 discipline-specific tasks, purposes, and audiences.                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.SL<br/>.6.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                         |

|                                    |                |                                                                                                                                                                                                                                    |
|------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |                | <b>Comprehension and Collaboration</b>                                                                                                                                                                                             |
| <b>EXPECTATION / SUBSTRAND</b>     | <b>SL.6.1.</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |

|                                |           |                                                                                                                                                                                                                   |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.6.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                  |
|--------------------------------|-----------|------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
|--------------------------------|-----------|------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                      |
|--------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.6.1.c. | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
|--------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                            |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------|

|                                         |                    |                           |
|-----------------------------------------|--------------------|---------------------------|
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L. 6.</b> | <b>Language Standards</b> |
|-----------------------------------------|--------------------|---------------------------|

|                                    |               |                                                                                                               |
|------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |               | <b>Conventions of Standards English</b>                                                                       |
| <b>EXPECTATION / SUBSTRAND</b>     | <b>L.6.1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |

|                                |          |                                                                                          |
|--------------------------------|----------|------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.6.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
|--------------------------------|----------|------------------------------------------------------------------------------------------|

|                                |          |                                                                                                                                                                           |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.6.1.e. | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                         |                    |                           |
|-----------------------------------------|--------------------|---------------------------|
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L. 6.</b> | <b>Language Standards</b> |
|-----------------------------------------|--------------------|---------------------------|

|                                    |               |                                                                                                     |
|------------------------------------|---------------|-----------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |               | <b>Knowledge of Language</b>                                                                        |
| <b>EXPECTATION / SUBSTRAND</b>     | <b>L.6.3.</b> | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |

|                                |          |                                                                           |
|--------------------------------|----------|---------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.6.3.a. | Vary sentence patterns for meaning, reader/ listener interest, and style. |
|--------------------------------|----------|---------------------------------------------------------------------------|

|                                         |                    |                           |
|-----------------------------------------|--------------------|---------------------------|
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L. 6.</b> | <b>Language Standards</b> |
|-----------------------------------------|--------------------|---------------------------|

| PERFORMANCE STANDARD / MODE |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
|-----------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## California Content Standards

### Language Arts

Grade 7 - Adopted: 2013

|                                         |                                    |                                                                  |
|-----------------------------------------|------------------------------------|------------------------------------------------------------------|
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL A-Literacy. CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-----------------------------------------|------------------------------------|------------------------------------------------------------------|

| PERFORMANCE STANDARD / MODE |  | Text Types and Purposes |
|-----------------------------|--|-------------------------|
|-----------------------------|--|-------------------------|

|                         |                              |                                                                                                                                                                                        |
|-------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.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. |
|-------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                         |                                    |                                                                  |
|-----------------------------------------|------------------------------------|------------------------------------------------------------------|
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL A-Literacy. CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-----------------------------------------|------------------------------------|------------------------------------------------------------------|

| PERFORMANCE STANDARD / MODE |  | Production and Distribution of Writing |
|-----------------------------|--|----------------------------------------|
|-----------------------------|--|----------------------------------------|

|                         |                              |                                                                                                                                      |
|-------------------------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|-------------------------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|

|                         |                              |                                                                                                               |
|-------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|-------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------|

|                                         |                                    |                                                                  |
|-----------------------------------------|------------------------------------|------------------------------------------------------------------|
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL A-Literacy. CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-----------------------------------------|------------------------------------|------------------------------------------------------------------|

| PERFORMANCE STANDARD / MODE |  | Range of Writing |
|-----------------------------|--|------------------|
|-----------------------------|--|------------------|

|                         |                               |                                                                                                                                                                                                   |
|-------------------------|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.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. |
|-------------------------|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                  |                                                                                 |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Comprehension and Collaboration |
|-----------------------------------|--|---------------------------------|
|-----------------------------------|--|---------------------------------|

|                            |                                         |                                                                                                                                                                                            |
|----------------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                   |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b> |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Vocabulary Acquisition and Use |
|-----------------------------------|--|--------------------------------|
|-----------------------------------|--|--------------------------------|

|                            |                                        |                                                                                                                                                                                                                         |
|----------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                        |                          |
|-------------------------------------------------|------------------------|--------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b> | <b>Writing Standards</b> |
|-------------------------------------------------|------------------------|--------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Text Types and Purposes |
|-----------------------------------|--|-------------------------|
|-----------------------------------|--|-------------------------|

|                            |        |                                                                                                                                                                           |
|----------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | W.7.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
|----------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                      |          |                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.7.2.a. | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
|--------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                      |          |                                                                                                                      |
|--------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.7.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------|

|                                      |          |                                                                                                        |
|--------------------------------------|----------|--------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.7.2.c. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
|--------------------------------------|----------|--------------------------------------------------------------------------------------------------------|

|                                      |          |                                                                                           |
|--------------------------------------|----------|-------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.7.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|--------------------------------------|----------|-------------------------------------------------------------------------------------------|

|                                      |          |                                                                                                                    |
|--------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.7.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
|--------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------|

|                                                 |                        |                          |
|-------------------------------------------------|------------------------|--------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b> | <b>Writing Standards</b> |
|-------------------------------------------------|------------------------|--------------------------|

|                                         |                    |                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                  |
| EXPECTATION / SUBSTRAND                 | W.7.4.             | 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.7.5.             | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W.7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND                 | W.7.8.             | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                                    |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W.7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION / SUBSTRAND                 | W.7.10.            | 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 discipline-specific tasks, purposes, and audiences.                                                                                                                          |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.SL.7.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND                 | SL.7.1.            | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                                                                                    |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.a.          | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                                                                        |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.b.          | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                                                             |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.c.          | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                                                                                                                                                   |

|                                                 |                        |                                                                                                                                                                                                                     |
|-------------------------------------------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.d.              | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                        |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                                                           |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | Conventions of Standards English                                                                                                                                                                                    |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.7.1.</b>          | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                       |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.1.b.               | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.                                                                                               |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                                                           |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | Knowledge of Language                                                                                                                                                                                               |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.7.3.</b>          | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                                                                                                                 |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.3.a.               | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.                                                                                                 |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                                                           |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | Vocabulary Acquisition and Use                                                                                                                                                                                      |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.7.6.</b>          | <b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b> |

## California Content Standards

### Language Arts

Grade 8 - Adopted: 2013

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

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Production and Distribution of Writing |
|-----------------------------------|--|----------------------------------------|
|-----------------------------------|--|----------------------------------------|

|                            |                                        |                                                                                                                                      |
|----------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|----------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|

|                            |                                        |                                                                                                               |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Range of Writing |
|-----------------------------------|--|------------------|
|-----------------------------------|--|------------------|

|                            |                                             |                                                                                                                                                                                                   |
|----------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0 | 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. |
|----------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                  |                                                                                 |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Comprehension and Collaboration |
|-----------------------------------|--|---------------------------------|
|-----------------------------------|--|---------------------------------|

|                            |                                         |                                                                                                                                                                                            |
|----------------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                   |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b> |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Vocabulary Acquisition and Use |
|-----------------------------------|--|--------------------------------|
|-----------------------------------|--|--------------------------------|

|                            |                                        |                                                                                                                                                                                                                         |
|----------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                        |                          |
|-------------------------------------------------|------------------------|--------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>8.</b> | <b>Writing Standards</b> |
|-------------------------------------------------|------------------------|--------------------------|

| PERFORMANCE STANDARD / MODE |        | Text Types and Purposes                                                                                                                                                                                                                                                    |
|-----------------------------|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | W.8.2. | Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA |

|                                |          |                                                                                                                                                                                                                                                                              |
|--------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.a. | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
|--------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                                                                   |
|--------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                                                   |
|--------------------------------|----------|-------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
|--------------------------------|----------|-------------------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                           |
|--------------------------------|----------|-------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|--------------------------------|----------|-------------------------------------------------------------------------------------------|

|                                |          |                                                                                                                    |
|--------------------------------|----------|--------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
|--------------------------------|----------|--------------------------------------------------------------------------------------------------------------------|

|                                         |                    |                          |
|-----------------------------------------|--------------------|--------------------------|
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 8.</b> | <b>Writing Standards</b> |
|-----------------------------------------|--------------------|--------------------------|

| PERFORMANCE STANDARD / MODE |  | Production and Distribution of Writing |
|-----------------------------|--|----------------------------------------|
|-----------------------------|--|----------------------------------------|

|                         |        |                                                                                                                                                                                                                          |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | W.8.4. | 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.8.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) |
|-------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                         |                    |                          |
|-----------------------------------------|--------------------|--------------------------|
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 8.</b> | <b>Writing Standards</b> |
|-----------------------------------------|--------------------|--------------------------|

| PERFORMANCE STANDARD / MODE |  | Research to Build and Present Knowledge |
|-----------------------------|--|-----------------------------------------|
|-----------------------------|--|-----------------------------------------|

|                         |        |                                                                                                                                                                                                                                                                                             |
|-------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | W.8.8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
|-------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                         |                    |                          |
|-----------------------------------------|--------------------|--------------------------|
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 8.</b> | <b>Writing Standards</b> |
|-----------------------------------------|--------------------|--------------------------|

|                                         |                    |                                                                                                                                                                                                                                    |
|-----------------------------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Range of Writing</b>                                                                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | W.8.10.            | 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 discipline-specific tasks, purposes, and audiences.              |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.SL.8.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                            |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Comprehension and Collaboration</b>                                                                                                                                                                                             |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>SL.8.1.</b>     | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.a.          | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.            |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.b.          | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                             |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.c.          | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                           |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.d.          | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L.8.</b>  | <b>Language Standards</b>                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Conventions of Standards English</b>                                                                                                                                                                                            |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>L.8.1.</b>      | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                                      |
| FOUNDATION / PROFICIENCY LEVEL          | L.8.1.b.           | Form and use verbs in the active and passive voice.                                                                                                                                                                                |
| FOUNDATION / PROFICIENCY LEVEL          | L.8.1.d.           | Recognize and correct inappropriate shifts in verb voice and mood.                                                                                                                                                                 |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L.8.</b>  | <b>Language Standards</b>                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                              |

|                         |        |                                                                                                                                                                                                              |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | L.8.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Lesson 24: Unit 7 Inventive Writing, p. 201-208

California Content Standards

Language Arts

Grade 6 - Adopted: 2013

|                                         |                                    |                                                                  |
|-----------------------------------------|------------------------------------|------------------------------------------------------------------|
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL A-Literacy. CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-----------------------------------------|------------------------------------|------------------------------------------------------------------|

|                                    |  |                                |
|------------------------------------|--|--------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Text Types and Purposes</b> |
|------------------------------------|--|--------------------------------|

|                         |                              |                                                                                                                                                                                        |
|-------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.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.EL A-Literacy.C CRA.W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. |
|-------------------------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                         |                                    |                                                                  |
|-----------------------------------------|------------------------------------|------------------------------------------------------------------|
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL A-Literacy. CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-----------------------------------------|------------------------------------|------------------------------------------------------------------|

|                                    |  |                                               |
|------------------------------------|--|-----------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Production and Distribution of Writing</b> |
|------------------------------------|--|-----------------------------------------------|

|                         |                              |                                                                                                                                      |
|-------------------------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|-------------------------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|

|                         |                              |                                                                                                               |
|-------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|-------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------|

|                                         |                                    |                                                                  |
|-----------------------------------------|------------------------------------|------------------------------------------------------------------|
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL A-Literacy. CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-----------------------------------------|------------------------------------|------------------------------------------------------------------|

|                                    |  |                         |
|------------------------------------|--|-------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |  | <b>Range of Writing</b> |
|------------------------------------|--|-------------------------|

|                                  |                                             |                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0 | 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.EL<br>A-<br>Literacy.<br>CCRA.SL.      | College and Career Readiness Anchor Standards for Speaking and Listening                                                                                                                                                                                                                                                                |
| PERFORMANCE STANDARD / MODE      |                                             | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.       | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                             | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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.<br>6.                              | Writing Standards                                                                                                                                                                                                                                                                                                                       |
| PERFORMANCE STANDARD / MODE      |                                             | Text Types and Purposes                                                                                                                                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND          | W.6.2.                                      | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                                               |
| FOUNDATION / PROFICIENCY LEVEL   | W.6.2.b.                                    | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                                    |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W.<br>6.                              | Writing Standards                                                                                                                                                                                                                                                                                                                       |
| PERFORMANCE STANDARD / MODE      |                                             | Text Types and Purposes                                                                                                                                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND          | W.6.3.                                      | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.                                                                                                                                                                        |

|                                                 |                         |                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.6.3.a.                | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.                                                                                                           |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.6.3.c.                | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.                                                                                                                                         |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.6.3.d.                | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.                                                                                                                                                             |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.6.3.e.                | Provide a conclusion that follows from the narrated experiences or events.                                                                                                                                                                                                      |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND                      | W.6.4.                  | 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 /<br>SUBSTRAND                      | W.6.5.                  | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                  |
| EXPECTATION /<br>SUBSTRAND                      | W.6.8.                  | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.                     |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>6.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Range of Writing</b>                                                                                                                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND                      | W.6.10.                 | 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 discipline-specific tasks, purposes, and audiences.                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.SL<br/>.6.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                         |

|                                    |                |                                                                                                                                                                                                                                    |
|------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |                | <b>Comprehension and Collaboration</b>                                                                                                                                                                                             |
| <b>EXPECTATION / SUBSTRAND</b>     | <b>SL.6.1.</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |

|                                |           |                                                                                                                                                                                                                   |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.6.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                  |
|--------------------------------|-----------|------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
|--------------------------------|-----------|------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                      |
|--------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.6.1.c. | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
|--------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                            |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 6.**      **Language Standards**

|                                    |               |                                                                                                               |
|------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |               | <b>Conventions of Standards English</b>                                                                       |
| <b>EXPECTATION / SUBSTRAND</b>     | <b>L.6.1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |

|                                |          |                                                                                          |
|--------------------------------|----------|------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.6.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
|--------------------------------|----------|------------------------------------------------------------------------------------------|

|                                |          |                                                                                                                                                                           |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.6.1.e. | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 6.**      **Language Standards**

|                                    |               |                                                                                                     |
|------------------------------------|---------------|-----------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |               | <b>Knowledge of Language</b>                                                                        |
| <b>EXPECTATION / SUBSTRAND</b>     | <b>L.6.3.</b> | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |

|                                |          |                                                                           |
|--------------------------------|----------|---------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.6.3.a. | Vary sentence patterns for meaning, reader/ listener interest, and style. |
|--------------------------------|----------|---------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 6.**      **Language Standards**

|                             |        |                                                                                                                                                                        |
|-----------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE STANDARD / MODE |        | Vocabulary Acquisition and Use                                                                                                                                         |
| EXPECTATION / SUBSTRAND     | L.6.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |

|                                |          |                                                                                                                                                                                                           |
|--------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.6.4.c. | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
|--------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                  |             |                    |
|----------------------------------|-------------|--------------------|
| CONTENT STANDARD / DOMAIN / PART | CA.CC.L. 6. | Language Standards |
|----------------------------------|-------------|--------------------|

|                             |  |                                |
|-----------------------------|--|--------------------------------|
| PERFORMANCE STANDARD / MODE |  | Vocabulary Acquisition and Use |
|-----------------------------|--|--------------------------------|

|                         |        |                                                                                                                                                                                                              |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## California Content Standards

### Language Arts

Grade 7 - Adopted: 2013

|                                  |                             |                                                           |
|----------------------------------|-----------------------------|-----------------------------------------------------------|
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A-Literacy. CCRA.W. | College and Career Readiness Anchor Standards for Writing |
|----------------------------------|-----------------------------|-----------------------------------------------------------|

|                             |  |                         |
|-----------------------------|--|-------------------------|
| PERFORMANCE STANDARD / MODE |  | Text Types and Purposes |
|-----------------------------|--|-------------------------|

|                         |                              |                                                                                                                                                                                        |
|-------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.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.EL A-Literacy.C CRA.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.EL A-Literacy. CCRA.W. | College and Career Readiness Anchor Standards for Writing |
|----------------------------------|-----------------------------|-----------------------------------------------------------|

|                             |  |                                        |
|-----------------------------|--|----------------------------------------|
| PERFORMANCE STANDARD / MODE |  | Production and Distribution of Writing |
|-----------------------------|--|----------------------------------------|

|                         |                              |                                                                                                                                      |
|-------------------------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|-------------------------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|

|                                  |                                             |                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5      | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                                                                                                                                                           |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.       | College and Career Readiness Anchor Standards for Writing                                                                                                                                                                                                                                                                               |
| PERFORMANCE STANDARD / MODE      |                                             | Range of Writing                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0 | 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.EL<br>A-<br>Literacy.<br>CCRA.SL.      | College and Career Readiness Anchor Standards for Speaking and Listening                                                                                                                                                                                                                                                                |
| PERFORMANCE STANDARD / MODE      |                                             | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.       | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                             | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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.<br>7.                              | Writing Standards                                                                                                                                                                                                                                                                                                                       |
| PERFORMANCE STANDARD / MODE      |                                             | Text Types and Purposes                                                                                                                                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND          | W.7.2.                                      | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                                               |

|                                                 |                        |                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.2.a.               | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.2.b.               | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                                              |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                                    |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>W.7.3.</b>          | <b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>                                                                                                                                                                           |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.3.c.               | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.                                                                                                                                                                                                           |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.3.e.               | Provide a conclusion that follows from and reflects on the narrated experiences or events.                                                                                                                                                                                                                                                        |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                     |
| EXPECTATION /<br>SUBSTRAND                      | W.7.4.                 | 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 /<br>SUBSTRAND                      | W.7.5.                 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)    |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                    |
| EXPECTATION /<br>SUBSTRAND                      | W.7.8.                 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                                       |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |

|                                         |                    |                                                                                                                                                                                                                             |
|-----------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Range of Writing</b>                                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND                 | W.7.10.            | 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 discipline-specific tasks, purposes, and audiences.       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.SL.7.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                     |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Comprehension and Collaboration</b>                                                                                                                                                                                      |
| EXPECTATION / SUBSTRAND                 | SL.7.1.            | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.a.          | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.     |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.b.          | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                          |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.c.          | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                                |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.d.          | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                                |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L.7.</b>  | <b>Language Standards</b>                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Conventions of Standards English</b>                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND                 | L.7.1.             | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                      |
| FOUNDATION / PROFICIENCY LEVEL          | L.7.1.b.           | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.                                                                                                       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L.7.</b>  | <b>Language Standards</b>                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Knowledge of Language</b>                                                                                                                                                                                                |
| EXPECTATION / SUBSTRAND                 | L.7.3.             | Use knowledge of language and its conventions when writing, speaking, reading, or listening.                                                                                                                                |

|                                                 |                        |                                                                                                                                                                               |
|-------------------------------------------------|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.3.a.               | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                     |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                         |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.7.4.</b>          | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b> |

FOUNDATION /  
PROFICIENCY  
LEVEL

L.7.4.c.

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. CA

**CONTENT  
STANDARD /  
DOMAIN / PART**

**CA.CC.L.  
7.**

**Language Standards**

|                                            |  |                                       |
|--------------------------------------------|--|---------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--------------------------------------------|--|---------------------------------------|

EXPECTATION /  
SUBSTRAND

L.7.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## California Content Standards

### Language Arts

Grade 8 - Adopted: 2013

**CONTENT  
STANDARD /  
DOMAIN / PART**

**CCSS.EL  
A-  
Literacy.  
CCRA.W.**

**College and Career Readiness Anchor Standards for Writing**

|                                            |  |                                |
|--------------------------------------------|--|--------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Text Types and Purposes</b> |
|--------------------------------------------|--|--------------------------------|

EXPECTATION /  
SUBSTRAND

CCSS.EL  
A-  
Literacy.C  
CRA.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.EL  
A-  
Literacy.C  
CRA.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.EL  
A-  
Literacy.  
CCRA.W.**

**College and Career Readiness Anchor Standards for Writing**

|                                            |  |                                               |
|--------------------------------------------|--|-----------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Production and Distribution of Writing</b> |
|--------------------------------------------|--|-----------------------------------------------|

|                                         |                                                  |                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4           | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                                                                                                                                                    |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5           | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                                                                                                                                                           |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0      | 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.                                                                                                                                       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                                                                                                                                                         |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                  |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.                                                                                                                                              |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b>  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W.<br/>8.</b>                           | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                |

| PERFORMANCE STANDARD / MODE |        | Text Types and Purposes                                                                                                                                                                                                                                                    |
|-----------------------------|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | W.8.2. | Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA |

|                                |          |                                                                                                                                                                                                                                                                              |
|--------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.a. | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
|--------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                                                                   |
|--------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 8.**      **Writing Standards**

| PERFORMANCE STANDARD / MODE |        | Text Types and Purposes                                                                                                                                          |
|-----------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | W.8.3. | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |

|                                |          |                                                                                                                                                                                               |
|--------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.8.3.c. | Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. |
|--------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                            |
|--------------------------------|----------|--------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.8.3.e. | Provide a conclusion that follows from and reflects on the narrated experiences or events. |
|--------------------------------|----------|--------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 8.**      **Writing Standards**

| PERFORMANCE STANDARD / MODE |  | Production and Distribution of Writing |
|-----------------------------|--|----------------------------------------|
|-----------------------------|--|----------------------------------------|

|                         |        |                                                                                                                                                                                                                          |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | W.8.4. | 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.8.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) |
|-------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. 8.**      **Writing Standards**

| PERFORMANCE STANDARD / MODE |  | Research to Build and Present Knowledge |
|-----------------------------|--|-----------------------------------------|
|-----------------------------|--|-----------------------------------------|

|                         |        |                                                                                                                                                                                                                                                                                             |
|-------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | W.8.8. | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
|-------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**

**CA.CC.W. 8. Writing Standards**

| PERFORMANCE STANDARD / MODE |  | Range of Writing |
|-----------------------------|--|------------------|
|-----------------------------|--|------------------|

|                         |         |                                                                                                                                                                                                                       |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | W.8.10. | 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 discipline-specific tasks, purposes, and audiences. |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**

**CA.CC.SL .8. Speaking and Listening Standards**

| PERFORMANCE STANDARD / MODE |  | Comprehension and Collaboration |
|-----------------------------|--|---------------------------------|
|-----------------------------|--|---------------------------------|

|                         |         |                                                                                                                                                                                                                             |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | SL.8.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                                                                                         |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
|--------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                        |
|--------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. |
|--------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                                          |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |           |                                                                                                                                              |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | SL.8.1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |
|--------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**

**CA.CC.L. 8. Language Standards**

| PERFORMANCE STANDARD / MODE |  | Conventions of Standards English |
|-----------------------------|--|----------------------------------|
|-----------------------------|--|----------------------------------|

|                         |        |                                                                                                        |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | L.8.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                                                            |
|--------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.8.1.a. | Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. |
|--------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------|

|                                |          |                                                     |
|--------------------------------|----------|-----------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.8.1.b. | Form and use verbs in the active and passive voice. |
|--------------------------------|----------|-----------------------------------------------------|

|                                |          |                                                                    |
|--------------------------------|----------|--------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.8.1.d. | Recognize and correct inappropriate shifts in verb voice and mood. |
|--------------------------------|----------|--------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 8.**      **Language Standards**

|                                    |               |                                                                                                                                                                                                                                                                      |
|------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |               | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                |
| <b>EXPECTATION / SUBSTRAND</b>     | <b>L.8.4.</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>                                                                                         |
| FOUNDATION / PROFICIENCY LEVEL     | L.8.4.c.      | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. CA |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 8.**      **Language Standards**

|                                    |        |                                                                                                                                                                                                              |
|------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| EXPECTATION / SUBSTRAND            | L.8.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Lesson 25: Unit 8 Formal Essay Models, p. 209-216

**California Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2013**

**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy. CCRA.W.**      **College and Career Readiness Anchor Standards for Writing**

|                                    |                              |                                                                                                                                                                                        |
|------------------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |                              | <b>Text Types and Purposes</b>                                                                                                                                                         |
| EXPECTATION / SUBSTRAND            | CCSS.EL A-Literacy.C CRA.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.EL A-Literacy. CCRA.W.**      **College and Career Readiness Anchor Standards for Writing**

|                                    |                              |                                                                                                                                      |
|------------------------------------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b> |                              | <b>Production and Distribution of Writing</b>                                                                                        |
| EXPECTATION / SUBSTRAND            | CCSS.EL A-Literacy.C CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

|                                  |                                             |                                                                                                                                                                                                                         |
|----------------------------------|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5      | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                                           |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.       | College and Career Readiness Anchor Standards for Writing                                                                                                                                                               |
| PERFORMANCE STANDARD / MODE      |                                             | Research to Build and Present Knowledge                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.W.       | College and Career Readiness Anchor Standards for Writing                                                                                                                                                               |
| PERFORMANCE STANDARD / MODE      |                                             | Range of Writing                                                                                                                                                                                                        |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0 | 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.EL<br>A-<br>Literacy.<br>CCRA.SL.      | College and Career Readiness Anchor Standards for Speaking and Listening                                                                                                                                                |
| PERFORMANCE STANDARD / MODE      |                                             | Comprehension and Collaboration                                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.       | College and Career Readiness Anchor Standards for Language                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                             | Vocabulary Acquisition and Use                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.<br>6.                              | Writing Standards                                                                                                                                                                                                       |

|                                         |                    |                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                             |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>W.6.2.</b>      | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                                           |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.a.           | Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.b.           | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                       |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.c.           | Use appropriate transitions to clarify the relationships among ideas and concepts.                                                                                                                                                                                                                         |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.d.           | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                  |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.f.           | Provide a concluding statement or section that follows from the information or explanation presented.                                                                                                                                                                                                      |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                              |
| EXPECTATION / SUBSTRAND                 | W.6.4.             | 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.6.5.             | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)                            |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                             |
| EXPECTATION / SUBSTRAND                 | W.6.7.             | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.                                                                                                                                                                              |
| EXPECTATION / SUBSTRAND                 | W.6.8.             | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.                                                |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                   |

|                                         |                    |                                                                                                                                                                                                                             |
|-----------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Range of Writing</b>                                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND                 | W.6.10.            | 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 discipline-specific tasks, purposes, and audiences.       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.SL.6.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                     |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Comprehension and Collaboration</b>                                                                                                                                                                                      |
| EXPECTATION / SUBSTRAND                 | SL.6.1.            | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.a.          | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.           |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.b.          | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                            |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.c.          | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                                                                        |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.d.          | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                                                  |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L.6.</b>  | <b>Language Standards</b>                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Conventions of Standards English</b>                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND                 | L.6.1.             | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                      |
| FOUNDATION / PROFICIENCY LEVEL          | L.6.1.d.           | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                                                                    |
| FOUNDATION / PROFICIENCY LEVEL          | L.6.1.e.           | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.                                                   |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L.6.</b>  | <b>Language Standards</b>                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Knowledge of Language</b>                                                                                                                                                                                                |

|                                  |             |                                                                                                                                                                                                              |
|----------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | L.6.3.      | Use knowledge of language and its conventions when writing, speaking, reading, or listening.                                                                                                                 |
| FOUNDATION / PROFICIENCY LEVEL   | L.6.3.a.    | Vary sentence patterns for meaning, reader/ listener interest, and style.                                                                                                                                    |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.L. 6. | Language Standards                                                                                                                                                                                           |
| PERFORMANCE STANDARD / MODE      |             | Vocabulary Acquisition and Use                                                                                                                                                                               |
| EXPECTATION / SUBSTRAND          | L.6.6.      | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## California Content Standards

### Language Arts

Grade 7 - Adopted: 2013

|                                  |                              |                                                                                                                                                                                        |
|----------------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A-Literacy. CCRA.W.  | College and Career Readiness Anchor Standards for Writing                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                              | Text Types and Purposes                                                                                                                                                                |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.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.EL A-Literacy. CCRA.W.  | College and Career Readiness Anchor Standards for Writing                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                              | Production and Distribution of Writing                                                                                                                                                 |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                   |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                          |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A-Literacy. CCRA.W.  | College and Career Readiness Anchor Standards for Writing                                                                                                                              |

|                                         |                                     |                                                                                                                                                                                                                         |
|-----------------------------------------|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b>      |                                     | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND                 | CCSS.EL A-Literacy.C CRA.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.                                       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL A-Literacy. CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                     | <b>Range of Writing</b>                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND                 | CCSS.EL A-Literacy.C CRA.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.                       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL A-Literacy. CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                                         |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                     | <b>Comprehension and Collaboration</b>                                                                                                                                                                                  |
| EXPECTATION / SUBSTRAND                 | CCSS.EL A-Literacy.C CRA.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.                              |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL A-Literacy. CCRA.L.</b>  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                     | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | CCSS.EL A-Literacy.C CRA.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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 7.</b>                  | <b>Writing Standards</b>                                                                                                                                                                                                |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                     | <b>Text Types and Purposes</b>                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND                 | W.7.2.                              | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                               |

|                                                 |                        |                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.2.a.               | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.2.b.               | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                                              |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.2.c.               | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                                            |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.2.d.               | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                                         |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.2.f.               | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                                                |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                     |
| EXPECTATION /<br>SUBSTRAND                      | W.7.4.                 | 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 /<br>SUBSTRAND                      | W.7.5.                 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)    |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                    |
| EXPECTATION /<br>SUBSTRAND                      | W.7.8.                 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                                       |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                           |
| EXPECTATION /<br>SUBSTRAND                      | W.7.10.                | 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 discipline-specific tasks, purposes, and audiences.                                                                                                                             |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.SL.7.**      **Speaking and Listening Standards**

| PERFORMANCE STANDARD / MODE    |           | Comprehension and Collaboration                                                                                                                                                                                             |
|--------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | SL.7.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| FOUNDATION / PROFICIENCY LEVEL | SL.7.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.     |
| FOUNDATION / PROFICIENCY LEVEL | SL.7.1.b. | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                          |
| FOUNDATION / PROFICIENCY LEVEL | SL.7.1.c. | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                                |
| FOUNDATION / PROFICIENCY LEVEL | SL.7.1.d. | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                                |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L.7.**      **Language Standards**

| PERFORMANCE STANDARD / MODE    |          | Conventions of Standards English                                                                                      |
|--------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | L.7.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                |
| FOUNDATION / PROFICIENCY LEVEL | L.7.1.b. | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L.7.**      **Language Standards**

| PERFORMANCE STANDARD / MODE    |          | Knowledge of Language                                                                                               |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | L.7.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.                        |
| FOUNDATION / PROFICIENCY LEVEL | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L.7.**      **Language Standards**

| PERFORMANCE STANDARD / MODE |  | Vocabulary Acquisition and Use |
|-----------------------------|--|--------------------------------|
|-----------------------------|--|--------------------------------|

|                            |        |                                                                                                                                                                                                              |
|----------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | L.7.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|----------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## California Content Standards

### Language Arts

Grade 8 - Adopted: 2013

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                |
|--------------------------------------------|--|--------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Text Types and Purposes</b> |
|--------------------------------------------|--|--------------------------------|

|                            |                                        |                                                                                                                                                                                        |
|----------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                               |
|--------------------------------------------|--|-----------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Production and Distribution of Writing</b> |
|--------------------------------------------|--|-----------------------------------------------|

|                            |                                        |                                                                                                                                      |
|----------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|----------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|

|                            |                                        |                                                                                                               |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                                |
|--------------------------------------------|--|------------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--------------------------------------------|--|------------------------------------------------|

|                            |                                        |                                                                                                                                                                                   |
|----------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                         |
|--------------------------------------------|--|-------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Range of Writing</b> |
|--------------------------------------------|--|-------------------------|

|                                  |                                             |                                                                                                                                                                                                                                                                              |
|----------------------------------|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0 | 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.EL<br>A-<br>Literacy.<br>CCRA.SL.      | College and Career Readiness Anchor Standards for Speaking and Listening                                                                                                                                                                                                     |
| PERFORMANCE STANDARD / MODE      |                                             | Comprehension and Collaboration                                                                                                                                                                                                                                              |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.       | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                             | Vocabulary Acquisition and Use                                                                                                                                                                                                                                               |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.<br>8.                              | Writing Standards                                                                                                                                                                                                                                                            |
| PERFORMANCE STANDARD / MODE      |                                             | Text Types and Purposes                                                                                                                                                                                                                                                      |
| EXPECTATION / SUBSTRAND          | W.8.2.                                      | Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA   |
| FOUNDATION / PROFICIENCY LEVEL   | W.8.2.a.                                    | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
| FOUNDATION / PROFICIENCY LEVEL   | W.8.2.b.                                    | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                            |
| FOUNDATION / PROFICIENCY LEVEL   | W.8.2.c.                                    | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                            |
| FOUNDATION / PROFICIENCY LEVEL   | W.8.2.d.                                    | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                    |

|                                                 |                         |                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.8.2.f.                | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                                             |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                  |
| EXPECTATION /<br>SUBSTRAND                      | W.8.4.                  | 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 /<br>SUBSTRAND                      | W.8.5.                  | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| EXPECTATION /<br>SUBSTRAND                      | W.8.7.                  | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.                                                                                                                    |
| EXPECTATION /<br>SUBSTRAND                      | W.8.8.                  | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                                    |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND                      | W.8.10.                 | 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 discipline-specific tasks, purposes, and audiences.                                                                                                                          |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.SL<br/>.8.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND                      | SL.8.1.                 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                                                                                    |

|                                      |           |                                                                                                                                                                                                                         |
|--------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | SL.8.1.a. | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | SL.8.1.b. | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                  |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | SL.8.1.c. | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | SL.8.1.d. | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                            |

**CONTENT  
STANDARD /  
DOMAIN / PART**

**CA.CC.L.  
8.**

**Language Standards**

|                                            |               |                                                                                                               |
|--------------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |               | <b>Conventions of Standards English</b>                                                                       |
| <b>EXPECTATION /<br/>SUBSTRAND</b>         | <b>L.8.1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |

|                                      |          |                                                                                                                            |
|--------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | L.8.1.a. | Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | L.8.1.b. | Form and use verbs in the active and passive voice.                                                                        |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | L.8.1.d. | Recognize and correct inappropriate shifts in verb voice and mood.                                                         |

**CONTENT  
STANDARD /  
DOMAIN / PART**

**CA.CC.L.  
8.**

**Language Standards**

|                                            |               |                                                                                                                                                                                                                     |
|--------------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |               | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                               |
| <b>EXPECTATION /<br/>SUBSTRAND</b>         | <b>L.8.6.</b> | <b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b> |

Lesson 26: Unit 8 Formal Essay Models, p. 216-226

**California Content Standards**

**Language Arts**

Grade 6 - Adopted: 2013

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                              |
|--------------------------------------------|--|------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Key Ideas and Details</b> |
|--------------------------------------------|--|------------------------------|

|                            |                                        |                                                                                                                            |
|----------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|----------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------|

|                            |                                        |                                                                                                   |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                            |
|--------------------------------------------|--|----------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Craft and Structure</b> |
|--------------------------------------------|--|----------------------------|

|                            |                                        |                                                                                                                                                                                             |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                           |
|--------------------------------------------|--|-------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Integration of Knowledge and Ideas</b> |
|--------------------------------------------|--|-------------------------------------------|

|                            |                                        |                                                                                                                                    |
|----------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|----------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                                      |
|--------------------------------------------|--|------------------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|--------------------------------------------|--|------------------------------------------------------|

|                            |                                         |                                                                                              |
|----------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
|----------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE STANDARD / MODE      |                                        | Text Types and Purposes                                                                                                                                                                |
|----------------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.W.  | College and Career Readiness Anchor Standards for Writing                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                        | Production and Distribution of Writing                                                                                                                                                 |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                   |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                          |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.  | College and Career Readiness Anchor Standards for Writing                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                        | Research to Build and Present Knowledge                                                                                                                                                |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.W.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                      |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.  | College and Career Readiness Anchor Standards for Writing                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                        | Range of Writing                                                                                                                                                                       |

|                                         |                                                  |                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0      | 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.                                                                                                                                       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                                                                                                                                                         |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                  |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.SL.2          | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                                                                                                                                                              |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b>  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Knowledge of Language</b>                                                                                                                                                                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.                                                                                                                                         |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b>  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI<br/>.6.</b>                          | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                         |

|                                  |             |                                                                                                                                                                                                        |
|----------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE STANDARD / MODE      |             | Key Ideas and Details                                                                                                                                                                                  |
| EXPECTATION / SUBSTRAND          | RI.6.1.     | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                  |
| EXPECTATION / SUBSTRAND          | RI.6.2.     | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                      |
| EXPECTATION / SUBSTRAND          | RI.6.3.     | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).                                                     |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.RI.6. | Reading Standards for Informational Text                                                                                                                                                               |
| PERFORMANCE STANDARD / MODE      |             | Craft and Structure                                                                                                                                                                                    |
| EXPECTATION / SUBSTRAND          | RI.6.4.     | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.RI.6. | Reading Standards for Informational Text                                                                                                                                                               |
| PERFORMANCE STANDARD / MODE      |             | Craft and Structure                                                                                                                                                                                    |
| EXPECTATION / SUBSTRAND          | RI.6.5.     | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.                                           |
| FOUNDATION / PROFICIENCY LEVEL   | RI.6.5.a.   | Analyze the use of text features (e.g., graphics, headers, captions) in popular media. CA                                                                                                              |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.RI.6. | Reading Standards for Informational Text                                                                                                                                                               |
| PERFORMANCE STANDARD / MODE      |             | Integration of Knowledge and Ideas                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND          | RI.6.7.     | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.                            |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W.6.  | Writing Standards                                                                                                                                                                                      |
| PERFORMANCE STANDARD / MODE      |             | Text Types and Purposes                                                                                                                                                                                |
| EXPECTATION / SUBSTRAND          | W.6.2.      | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                              |

|                                                 |                        |                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.6.2.a.               | Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.6.2.b.               | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                       |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.6.2.c.               | Use appropriate transitions to clarify the relationships among ideas and concepts.                                                                                                                                                                                                                         |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.6.2.d.               | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                  |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.6.2.f.               | Provide a concluding statement or section that follows from the information or explanation presented.                                                                                                                                                                                                      |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>6.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                   |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                              |
| EXPECTATION /<br>SUBSTRAND                      | W.6.4.                 | 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 /<br>SUBSTRAND                      | W.6.5.                 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)                            |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>6.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                   |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                             |
| EXPECTATION /<br>SUBSTRAND                      | W.6.7.                 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.                                                                                                                                                                              |
| EXPECTATION /<br>SUBSTRAND                      | W.6.8.                 | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.                                                |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>6.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                   |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                    |

|                                         |                    |                                                                                                                                                                                                                                    |
|-----------------------------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | W.6.10.            | 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 discipline-specific tasks, purposes, and audiences.              |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.SL.6.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                            |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Comprehension and Collaboration</b>                                                                                                                                                                                             |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>SL.6.1.</b>     | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b> |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.a.          | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                  |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.b.          | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                                   |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.c.          | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                                                                               |
| FOUNDATION / PROFICIENCY LEVEL          | SL.6.1.d.          | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                                                         |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L.6.</b>  | <b>Language Standards</b>                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Conventions of Standards English</b>                                                                                                                                                                                            |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>L.6.1.</b>      | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                                      |
| FOUNDATION / PROFICIENCY LEVEL          | L.6.1.d.           | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                                                                           |
| FOUNDATION / PROFICIENCY LEVEL          | L.6.1.e.           | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.                                                          |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L.6.</b>  | <b>Language Standards</b>                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Knowledge of Language</b>                                                                                                                                                                                                       |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>L.6.3.</b>      | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                                                                                                                                |

|                                                 |                        |                                                                                                                                                                                                              |
|-------------------------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.3.a.               | Vary sentence patterns for meaning, reader/ listener interest, and style.                                                                                                                                    |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.6.4.</b>          | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.4.a.               | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.4.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).                                                              |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND                      | L.6.6.                 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## California Content Standards

### Language Arts

Grade 7 - Adopted: 2013

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

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                            |
|--------------------------------------------|--|----------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Craft and Structure</b> |
|--------------------------------------------|--|----------------------------|

|                            |                                        |                                                                                                                                                                                             |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                           |
|--------------------------------------------|--|-------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Integration of Knowledge and Ideas</b> |
|--------------------------------------------|--|-------------------------------------------|

|                            |                                        |                                                                                                                                    |
|----------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|----------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                                      |
|--------------------------------------------|--|------------------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|--------------------------------------------|--|------------------------------------------------------|

|                            |                                         |                                                                                              |
|----------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
|----------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                |
|--------------------------------------------|--|--------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Text Types and Purposes</b> |
|--------------------------------------------|--|--------------------------------|

|                            |                                        |                                                                                                                                                                                        |
|----------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                               |
|--------------------------------------------|--|-----------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Production and Distribution of Writing</b> |
|--------------------------------------------|--|-----------------------------------------------|

|                                         |                                                  |                                                                                                                                                                                                   |
|-----------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4           | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5           | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Research to Build and Present Knowledge</b>                                                                                                                                                    |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.W.9           | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Range of Writing</b>                                                                                                                                                                           |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0      | 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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Comprehension and Collaboration</b>                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.SL.2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                                                                                                                                                              |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.L.   | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                         | Knowledge of Language                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.   | College and Career Readiness Anchor Standards for Language                                                                                                                                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                         | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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<br>.7.                         | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                                |
| PERFORMANCE STANDARD / MODE      |                                         | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | RI.7.1.                                 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND          | RI.7.3.                                 | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).                                                                                                                                                              |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.RI<br>.7.                         | Reading Standards for Informational Text                                                                                                                                                                                                                                                                                                |
| PERFORMANCE STANDARD / MODE      |                                         | Craft and Structure                                                                                                                                                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND          | RI.7.4.                                 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) CA                                                                |

**CONTENT  
STANDARD /  
DOMAIN / PART**

**CA.CC.W. Writing Standards  
7.**

| PERFORMANCE<br>STANDARD /<br>MODE    |          | Text Types and Purposes                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND           | W.7.2.   | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                                                         |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.7.2.a. | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.7.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                                              |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.7.2.c. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                                            |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.7.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                                         |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.7.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                                                |

**CONTENT  
STANDARD /  
DOMAIN / PART**

**CA.CC.W. Writing Standards  
7.**

| PERFORMANCE<br>STANDARD /<br>MODE |        | Production and Distribution of Writing                                                                                                                                                                                                                                                                                                         |
|-----------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | W.7.4. | 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 /<br>SUBSTRAND        | W.7.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) |

**CONTENT  
STANDARD /  
DOMAIN / PART**

**CA.CC.W. Writing Standards  
7.**

| PERFORMANCE<br>STANDARD /<br>MODE |        | Research to Build and Present Knowledge                                                                                                                                       |
|-----------------------------------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | W.7.7. | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |

|                                         |                     |                                                                                                                                                                                                                                                                                             |
|-----------------------------------------|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | W.7.8.              | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Range of Writing</b>                                                                                                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND                 | W.7.10.             | 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 discipline-specific tasks, purposes, and audiences.                                                                       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.SL .7.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                     |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                      |
| EXPECTATION / SUBSTRAND                 | SL.7.1.             | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                                 |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.a.           | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                     |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.b.           | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                          |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.c.           | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                                                                                                |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.d.           | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                                                                                                |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L. 7.</b>  | <b>Language Standards</b>                                                                                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Conventions of Standards English</b>                                                                                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND                 | L.7.1.              | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                                                                                      |
| FOUNDATION / PROFICIENCY LEVEL          | L.7.1.b.            | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.                                                                                                                                                                       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L. 7.</b>  | <b>Language Standards</b>                                                                                                                                                                                                                                                                   |

|                             |        |                                                                                              |
|-----------------------------|--------|----------------------------------------------------------------------------------------------|
| PERFORMANCE STANDARD / MODE |        | Knowledge of Language                                                                        |
| EXPECTATION / SUBSTRAND     | L.7.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

|                                |          |                                                                                                                     |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.7.3.a. | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 7.**      **Language Standards**

|                             |        |                                                                                                                                                                        |
|-----------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERFORMANCE STANDARD / MODE |        | Vocabulary Acquisition and Use                                                                                                                                         |
| EXPECTATION / SUBSTRAND     | L.7.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |

|                                |          |                                                                                                                                                               |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.7.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                                                                                 |
|--------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.7.4.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. 7.**      **Language Standards**

|                             |  |                                |
|-----------------------------|--|--------------------------------|
| PERFORMANCE STANDARD / MODE |  | Vocabulary Acquisition and Use |
|-----------------------------|--|--------------------------------|

|                         |        |                                                                                                                                                                                                              |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | L.7.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## California Content Standards

### Language Arts

Grade 8 - Adopted: 2013

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

|                             |  |                       |
|-----------------------------|--|-----------------------|
| PERFORMANCE STANDARD / MODE |  | Key Ideas and Details |
|-----------------------------|--|-----------------------|

|                         |                              |                                                                                                                            |
|-------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|-------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------|

|                                  |                                         |                                                                                                                                                                                             |
|----------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.3  | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                                                                                           |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Craft and Structure                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Integration of Knowledge and Ideas                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Range of Reading and Level of Text Complexity                                                                                                                                               |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| PERFORMANCE STANDARD / MODE      |                                         | Text Types and Purposes                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |

| PERFORMANCE STANDARD / MODE             |                                                  | Production and Distribution of Writing                                                                                                                                                            |
|-----------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4           | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5           | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| PERFORMANCE STANDARD / MODE             |                                                  | Research to Build and Present Knowledge                                                                                                                                                           |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.W.9           | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| PERFORMANCE STANDARD / MODE             |                                                  | Range of Writing                                                                                                                                                                                  |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0      | 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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                   |
| PERFORMANCE STANDARD / MODE             |                                                  | Comprehension and Collaboration                                                                                                                                                                   |

|                                                 |                                                 |                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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 /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.SL.2         | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                                                                                                                                                              |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Knowledge of Language</b>                                                                                                                                                                                                                                                                                                            |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.                                                                                                                                         |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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 /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.RI<br/>.8.</b>                         | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                         |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                            |
| EXPECTATION /<br>SUBSTRAND                      | RI.8.1.                                         | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.RI<br/>.8.</b>                         | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                                         |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                              |

|                                         |                    |                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | RI.8.4.            | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI.8.</b> | <b>Reading Standards for Informational Text</b>                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                               |
| EXPECTATION / SUBSTRAND                 | RI.8.5.            | Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.                                                                                                                                                                  |
| FOUNDATION / PROFICIENCY LEVEL          | RI.8.5.a.          | Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials. CA                                                                                                                                                                                                                           |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W.8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                           |
| EXPECTATION / SUBSTRAND                 | W.8.2.             | Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA                                               |
| FOUNDATION / PROFICIENCY LEVEL          | W.8.2.a.           | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA                                             |
| FOUNDATION / PROFICIENCY LEVEL          | W.8.2.b.           | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                        |
| FOUNDATION / PROFICIENCY LEVEL          | W.8.2.c.           | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                        |
| FOUNDATION / PROFICIENCY LEVEL          | W.8.2.d.           | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                |
| FOUNDATION / PROFICIENCY LEVEL          | W.8.2.f.           | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W.8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                            |

|                                         |                     |                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | W.8.4.              | 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.8.5.              | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND                 | W.8.7.              | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.                                                                                                                    |
| EXPECTATION / SUBSTRAND                 | W.8.8.              | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                                    |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION / SUBSTRAND                 | W.8.10.             | 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 discipline-specific tasks, purposes, and audiences.                                                                                                                          |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.SL .8.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND                 | SL.8.1.             | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                                                                                                             |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.a.           | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                                                                        |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.b.           | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                                         |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.c.           | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                                                                       |

|                                                 |                        |                                                                                                                                                                                                              |
|-------------------------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.8.1.d.              | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                 |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>8.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Conventions of Standards English</b>                                                                                                                                                                      |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.8.1.</b>          | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.8.1.a.               | Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.                                                                                   |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.8.1.b.               | Form and use verbs in the active and passive voice.                                                                                                                                                          |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.8.1.d.               | Recognize and correct inappropriate shifts in verb voice and mood.                                                                                                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>8.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.8.4.</b>          | <b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>                                 |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.8.4.a.               | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.8.4.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).                                                              |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>8.</b> | <b>Language Standards</b>                                                                                                                                                                                    |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND                      | L.8.6.                 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Lesson 27: Unit 8 Formal Essay Models, p. 227-232

## Language Arts

Grade 6 - Adopted: 2013

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                |
|--------------------------------------------|--|--------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Text Types and Purposes</b> |
|--------------------------------------------|--|--------------------------------|

|                            |                                        |                                                                                                                                                                                        |
|----------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                               |
|--------------------------------------------|--|-----------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Production and Distribution of Writing</b> |
|--------------------------------------------|--|-----------------------------------------------|

|                            |                                        |                                                                                                                                      |
|----------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|----------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|

|                            |                                        |                                                                                                               |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                                |
|--------------------------------------------|--|------------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--------------------------------------------|--|------------------------------------------------|

|                            |                                        |                                                                                                                                                       |
|----------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.7 | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
|----------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|

|                            |                                        |                                                                                                                                                                                   |
|----------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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 /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Range of Writing |
|-----------------------------------|--|------------------|
|-----------------------------------|--|------------------|

|                            |                                             |                                                                                                                                                                                                   |
|----------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0 | 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. |
|----------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                  |                                                                                 |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Comprehension and Collaboration |
|-----------------------------------|--|---------------------------------|
|-----------------------------------|--|---------------------------------|

|                            |                                         |                                                                                                                                                                                            |
|----------------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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 /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.SL.2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                   |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b> |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Vocabulary Acquisition and Use |
|-----------------------------------|--|--------------------------------|
|-----------------------------------|--|--------------------------------|

|                            |                                        |                                                                                                                                                                                                                         |
|----------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                         |                                                 |
|-------------------------------------------------|-------------------------|-------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.RI<br/>.6.</b> | <b>Reading Standards for Informational Text</b> |
|-------------------------------------------------|-------------------------|-------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Integration of Knowledge and Ideas |
|-----------------------------------|--|------------------------------------|
|-----------------------------------|--|------------------------------------|

|                            |         |                                                                                                                                                                             |
|----------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | RI.6.7. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
|----------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                        |                          |
|-------------------------------------------------|------------------------|--------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>6.</b> | <b>Writing Standards</b> |
|-------------------------------------------------|------------------------|--------------------------|

| PERFORMANCE STANDARD / MODE |        | Text Types and Purposes                                                                                                                                                   |
|-----------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | W.6.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

|                                |          |                                                                                                                                                                                                                                                                                                            |
|--------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.6.2.a. | Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
|--------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                                                      |
|--------------------------------|----------|----------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.6.2.b. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------------------|----------|----------------------------------------------------------------------------------------------------------------------|

|                                |          |                                                                                    |
|--------------------------------|----------|------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.6.2.c. | Use appropriate transitions to clarify the relationships among ideas and concepts. |
|--------------------------------|----------|------------------------------------------------------------------------------------|

|                                |          |                                                                                           |
|--------------------------------|----------|-------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.6.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|--------------------------------|----------|-------------------------------------------------------------------------------------------|

|                                |          |                                                                                                       |
|--------------------------------|----------|-------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | W.6.2.f. | Provide a concluding statement or section that follows from the information or explanation presented. |
|--------------------------------|----------|-------------------------------------------------------------------------------------------------------|

|                                         |                    |                          |
|-----------------------------------------|--------------------|--------------------------|
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b> | <b>Writing Standards</b> |
|-----------------------------------------|--------------------|--------------------------|

| PERFORMANCE STANDARD / MODE |  | Production and Distribution of Writing |
|-----------------------------|--|----------------------------------------|
|-----------------------------|--|----------------------------------------|

|                         |        |                                                                                                                                                                                                                          |
|-------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | W.6.4. | 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.6.5. | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) |
|-------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                         |                    |                          |
|-----------------------------------------|--------------------|--------------------------|
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b> | <b>Writing Standards</b> |
|-----------------------------------------|--------------------|--------------------------|

| PERFORMANCE STANDARD / MODE |  | Research to Build and Present Knowledge |
|-----------------------------|--|-----------------------------------------|
|-----------------------------|--|-----------------------------------------|

|                         |        |                                                                                                                               |
|-------------------------|--------|-------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | W.6.7. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
|-------------------------|--------|-------------------------------------------------------------------------------------------------------------------------------|

|                         |        |                                                                                                                                                                                                                                                             |
|-------------------------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | W.6.8. | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
|-------------------------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTENT STANDARD / DOMAIN / PART**

**CA.CC.W. 6. Writing Standards**

| PERFORMANCE STANDARD / MODE |  | Range of Writing |
|-----------------------------|--|------------------|
|-----------------------------|--|------------------|

EXPECTATION / SUBSTRAND

W.6.10. 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 discipline-specific tasks, purposes, and audiences.

**CONTENT STANDARD / DOMAIN / PART**

**CA.CC.SL .6. Speaking and Listening Standards**

| PERFORMANCE STANDARD / MODE |         | Comprehension and Collaboration                                                                                                                                                                                             |
|-----------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | SL.6.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |

FOUNDATION / PROFICIENCY LEVEL

SL.6.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

FOUNDATION / PROFICIENCY LEVEL

SL.6.1.b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

FOUNDATION / PROFICIENCY LEVEL

SL.6.1.c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

FOUNDATION / PROFICIENCY LEVEL

SL.6.1.d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**CONTENT STANDARD / DOMAIN / PART**

**CA.CC.L. 6. Language Standards**

| PERFORMANCE STANDARD / MODE |        | Conventions of Standards English                                                                       |
|-----------------------------|--------|--------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | L.6.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

FOUNDATION / PROFICIENCY LEVEL

L.6.1.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

FOUNDATION / PROFICIENCY LEVEL

L.6.1.e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**CONTENT STANDARD / DOMAIN / PART**

**CA.CC.L. 6. Language Standards**

|                             |        |                                                                                              |
|-----------------------------|--------|----------------------------------------------------------------------------------------------|
| PERFORMANCE STANDARD / MODE |        | Knowledge of Language                                                                        |
| EXPECTATION / SUBSTRAND     | L.6.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

FOUNDATION / PROFICIENCY LEVEL

L.6.3.a.

Vary sentence patterns for meaning, reader/ listener interest, and style.

CONTENT STANDARD / DOMAIN / PART

CA.CC.L. 6.

Language Standards

|                             |  |                                |
|-----------------------------|--|--------------------------------|
| PERFORMANCE STANDARD / MODE |  | Vocabulary Acquisition and Use |
|-----------------------------|--|--------------------------------|

EXPECTATION / SUBSTRAND

L.6.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## California Content Standards

### Language Arts

Grade 7 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART

CCSS.EL A-Literacy. CCRA.W.

College and Career Readiness Anchor Standards for Writing

|                             |  |                         |
|-----------------------------|--|-------------------------|
| PERFORMANCE STANDARD / MODE |  | Text Types and Purposes |
|-----------------------------|--|-------------------------|

EXPECTATION / SUBSTRAND

CCSS.EL A-Literacy.C CRA.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.EL A-Literacy. CCRA.W.

College and Career Readiness Anchor Standards for Writing

|                             |  |                                        |
|-----------------------------|--|----------------------------------------|
| PERFORMANCE STANDARD / MODE |  | Production and Distribution of Writing |
|-----------------------------|--|----------------------------------------|

EXPECTATION / SUBSTRAND

CCSS.EL A-Literacy.C CRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / SUBSTRAND

CCSS.EL A-Literacy.C CRA.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                                |
|--------------------------------------------|--|------------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--------------------------------------------|--|------------------------------------------------|

|                            |                                        |                                                                                                                                                       |
|----------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.7 | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
|----------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|

|                            |                                        |                                                                                                                                                                                   |
|----------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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 /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                         |
|--------------------------------------------|--|-------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Range of Writing</b> |
|--------------------------------------------|--|-------------------------|

|                            |                                             |                                                                                                                                                                                                   |
|----------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0 | 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. |
|----------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                  |                                                                                 |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|

|                                            |  |                                        |
|--------------------------------------------|--|----------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Comprehension and Collaboration</b> |
|--------------------------------------------|--|----------------------------------------|

|                            |                                         |                                                                                                                                                                                            |
|----------------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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 /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.SL.2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                   |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b> |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|

|                                         |                           |                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b>      |                           | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                             |
| EXPECTATION / SUBSTRAND                 | CCSS.ELA-Literacy.CRA.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.                                                                                                                           |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W.7.</b>         | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                           | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                                    |
| EXPECTATION / SUBSTRAND                 | W.7.2.                    | <b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>                                                                                                                                                                  |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.a.                  | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.b.                  | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                                              |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.c.                  | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                                            |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.d.                  | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                                         |
| FOUNDATION / PROFICIENCY LEVEL          | W.7.2.f.                  | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                                                |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W.7.</b>         | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD / MODE</b>      |                           | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND                 | W.7.4.                    | 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.7.5.                    | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)    |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W.7.</b>         | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                          |

|                                         |                     |                                                                                                                                                                                                                                                                                             |
|-----------------------------------------|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                              |
| EXPECTATION / SUBSTRAND                 | W.7.7.              | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.                                                                                                               |
| EXPECTATION / SUBSTRAND                 | W.7.8.              | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                    |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Range of Writing</b>                                                                                                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND                 | W.7.10.             | 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 discipline-specific tasks, purposes, and audiences.                                                                       |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.SL .7.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                     |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                      |
| EXPECTATION / SUBSTRAND                 | SL.7.1.             | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                                 |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.a.           | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                     |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.b.           | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                          |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.c.           | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                                                                                                |
| FOUNDATION / PROFICIENCY LEVEL          | SL.7.1.d.           | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                                                                                                |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.L. 7.</b>  | <b>Language Standards</b>                                                                                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Conventions of Standards English</b>                                                                                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND                 | L.7.1.              | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                                                                                      |

|                                                 |                        |                                                                                                                       |
|-------------------------------------------------|------------------------|-----------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.1.b.               | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                             |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Knowledge of Language</b>                                                                                          |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.7.3.</b>          | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                   |

|                                                 |                        |                                                                                                                     |
|-------------------------------------------------|------------------------|---------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.3.a.               | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                           |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                               |

|                            |        |                                                                                                                                                                                                              |
|----------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | L.7.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|----------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## California Content Standards

### Language Arts

Grade 8 - Adopted: 2013

|                                                 |                                                 |                                                                                                                                                                                        |
|-------------------------------------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Text Types and Purposes</b>                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                 | <b>Production and Distribution of Writing</b>                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4          | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                   |

|                                         |                                                  |                                                                                                                                                                                                   |
|-----------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5           | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Research to Build and Present Knowledge</b>                                                                                                                                                    |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.W.9           | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                 |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Range of Writing</b>                                                                                                                                                                           |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0      | 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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Comprehension and Collaboration</b>                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.SL.2          | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                        |

|                                                 |                                                 |                                                                   |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b> |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Vocabulary Acquisition and Use |
|-----------------------------------|--|--------------------------------|
|-----------------------------------|--|--------------------------------|

|                            |                                        |                                                                                                                                                                                                                         |
|----------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                        |                          |
|-------------------------------------------------|------------------------|--------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>8.</b> | <b>Writing Standards</b> |
|-------------------------------------------------|------------------------|--------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Text Types and Purposes |
|-----------------------------------|--|-------------------------|
|-----------------------------------|--|-------------------------|

|                            |        |                                                                                                                                                                                                                                                                            |
|----------------------------|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | W.8.2. | Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA |
|----------------------------|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                      |          |                                                                                                                                                                                                                                                                              |
|--------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.8.2.a. | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
|--------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                      |          |                                                                                                                                   |
|--------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.8.2.b. | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
|--------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------|

|                                      |          |                                                                                                                   |
|--------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.8.2.c. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
|--------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------|

|                                      |          |                                                                                           |
|--------------------------------------|----------|-------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.8.2.d. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|--------------------------------------|----------|-------------------------------------------------------------------------------------------|

|                                      |          |                                                                                                                    |
|--------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.8.2.f. | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
|--------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------|

|                                                 |                        |                          |
|-------------------------------------------------|------------------------|--------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>8.</b> | <b>Writing Standards</b> |
|-------------------------------------------------|------------------------|--------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Production and Distribution of Writing |
|-----------------------------------|--|----------------------------------------|
|-----------------------------------|--|----------------------------------------|

|                            |        |                                                                                                                                                                                                                          |
|----------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | W.8.4. | 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.8.5.              | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND                 | W.8.7.              | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.                                                                                                                    |
| EXPECTATION / SUBSTRAND                 | W.8.8.              | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                                    |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION / SUBSTRAND                 | W.8.10.             | 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 discipline-specific tasks, purposes, and audiences.                                                                                                                          |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.SL .8.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                         |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>SL.8.1.</b>      | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                                                                                                             |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.a.           | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                                                                        |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.b.           | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                                         |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.c.           | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                                                                       |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.d.           | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                                                                   |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 8.**      **Language Standards**

| PERFORMANCE STANDARD / MODE |        | Conventions of Standards English                                                                       |
|-----------------------------|--------|--------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | L.8.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

|                                |          |                                                                                                                            |
|--------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION / PROFICIENCY LEVEL | L.8.1.a. | Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. |
| FOUNDATION / PROFICIENCY LEVEL | L.8.1.b. | Form and use verbs in the active and passive voice.                                                                        |
| FOUNDATION / PROFICIENCY LEVEL | L.8.1.d. | Recognize and correct inappropriate shifts in verb voice and mood.                                                         |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 8.**      **Language Standards**

| PERFORMANCE STANDARD / MODE |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
|-----------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | L.8.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Lesson 28: Unit 9 Formal Critique and Response to Literature, p. 233-238

**California Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2013**

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

| PERFORMANCE STANDARD / MODE |                              | Key Ideas and Details                                                                                                      |
|-----------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | CCSS.EL A-Literacy.C CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| EXPECTATION / SUBSTRAND     | CCSS.EL A-Literacy.C CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                          |

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |                                        | Craft and Structure                                                                                                                                                                         |
|-----------------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |                                        | Integration of Knowledge and Ideas                                                                                                 |
|-----------------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |                                         | Range of Reading and Level of Text Complexity                                                |
|-----------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |                                        | Text Types and Purposes                                                                                                                                                                |
|-----------------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Production and Distribution of Writing |
|-----------------------------------|--|----------------------------------------|
|-----------------------------------|--|----------------------------------------|

|                                         |                                                  |                                                                                                                                                                                                   |
|-----------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4           | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5           | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Research to Build and Present Knowledge</b>                                                                                                                                                    |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.                 |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Range of Writing</b>                                                                                                                                                                           |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0      | 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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Comprehension and Collaboration</b>                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.        |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b>  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                  | <b>Knowledge of Language</b>                                                                                                                                                                      |

|                                         |                                                 |                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.                                                                                                                                         |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R<br/>L.6.</b>                         | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | RL.6.1.                                         | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | RL.6.2.                                         | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                                                                                                                                              |
| EXPECTATION / SUBSTRAND                 | RL.6.3.                                         | Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.                                                                                                                                                                |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R<br/>L.6.</b>                         | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                              |
| EXPECTATION / SUBSTRAND                 | RL.6.5.                                         | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.                                                                                                                                                               |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R<br/>L.6.</b>                         | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                                                                                                                    |

|                                         |                    |                                                                                                                                                                                                                                                                                 |
|-----------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | RL.6.10.           | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.                                                                     |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                  |
| EXPECTATION / SUBSTRAND                 | W.6.2.             | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                       |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.b.           | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                            |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | W.6.4.             | 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.6.5.             | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                  |
| EXPECTATION / SUBSTRAND                 | W.6.7.             | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | W.6.8.             | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.                     |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Range of Writing</b>                                                                                                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND                 | W.6.10.            | 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 discipline-specific tasks, purposes, and audiences.                                                           |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.SL .6.**      **Speaking and Listening Standards**

| PERFORMANCE STANDARD / MODE    |           | Comprehension and Collaboration                                                                                                                                                                                             |
|--------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | SL.6.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| FOUNDATION / PROFICIENCY LEVEL | SL.6.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.           |
| FOUNDATION / PROFICIENCY LEVEL | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                            |
| FOUNDATION / PROFICIENCY LEVEL | SL.6.1.c. | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                                                                        |
| FOUNDATION / PROFICIENCY LEVEL | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                                                  |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 6.**      **Language Standards**

| PERFORMANCE STANDARD / MODE    |          | Conventions of Standards English                                                                                                                                          |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | L.6.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                    |
| FOUNDATION / PROFICIENCY LEVEL | L.6.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                  |
| FOUNDATION / PROFICIENCY LEVEL | L.6.1.e. | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 6.**      **Language Standards**

| PERFORMANCE STANDARD / MODE    |          | Knowledge of Language                                                                        |
|--------------------------------|----------|----------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | L.6.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| FOUNDATION / PROFICIENCY LEVEL | L.6.3.a. | Vary sentence patterns for meaning, reader/ listener interest, and style.                    |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 6.**      **Language Standards**

| PERFORMANCE STANDARD / MODE    |          | Vocabulary Acquisition and Use                                                                                                                                         |
|--------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | L.6.4.   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |
| FOUNDATION / PROFICIENCY LEVEL | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.          |
| FOUNDATION / PROFICIENCY LEVEL | L.6.4.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. 6.**      **Language Standards**

| PERFORMANCE STANDARD / MODE |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
|-----------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## California Content Standards

### Language Arts

Grade 7 - Adopted: 2013

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

| PERFORMANCE STANDARD / MODE |                              | Key Ideas and Details                                                                                                      |
|-----------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | CCSS.EL A-Literacy.C CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| EXPECTATION / SUBSTRAND     | CCSS.EL A-Literacy.C CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                          |

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

| PERFORMANCE STANDARD / MODE |  | Craft and Structure |
|-----------------------------|--|---------------------|
|-----------------------------|--|---------------------|

|                                        |                                         |                                                                                                                                                                                             |
|----------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Integration of Knowledge and Ideas                                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                          |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Range of Reading and Level of Text Complexity                                                                                                                                               |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Text Types and Purposes                                                                                                                                                                     |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Production and Distribution of Writing                                                                                                                                                      |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                        |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                               |

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                                |
|--------------------------------------------|--|------------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--------------------------------------------|--|------------------------------------------------|

|                                    |                                                  |                                                                                                                                                                                   |
|------------------------------------|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EXPECTATION /<br/>SUBSTRAND</b> | <b>CCSS.EL<br/>A-<br/>Literacy.C<br/>CRA.W.8</b> | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
|------------------------------------|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                         |
|--------------------------------------------|--|-------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Range of Writing</b> |
|--------------------------------------------|--|-------------------------|

|                                    |                                                        |                                                                                                                                                                                                   |
|------------------------------------|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EXPECTATION /<br/>SUBSTRAND</b> | <b>CCSS.EL<br/>A-<br/>Literacy.C<br/>CRA.W.1<br/>0</b> | 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. |
|------------------------------------|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                  |                                                                                 |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|

|                                            |  |                                        |
|--------------------------------------------|--|----------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Comprehension and Collaboration</b> |
|--------------------------------------------|--|----------------------------------------|

|                                    |                                                   |                                                                                                                                                                                            |
|------------------------------------|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EXPECTATION /<br/>SUBSTRAND</b> | <b>CCSS.EL<br/>A-<br/>Literacy.C<br/>CRA.SL.1</b> | 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. |
|------------------------------------|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                   |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b> |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|

|                                            |  |                              |
|--------------------------------------------|--|------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Knowledge of Language</b> |
|--------------------------------------------|--|------------------------------|

|                                    |                                                  |                                                                                                                                                                                                 |
|------------------------------------|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EXPECTATION /<br/>SUBSTRAND</b> | <b>CCSS.EL<br/>A-<br/>Literacy.C<br/>CRA.L.3</b> | 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. |
|------------------------------------|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                   |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b> |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Vocabulary Acquisition and Use |
|-----------------------------------|--|--------------------------------|
|-----------------------------------|--|--------------------------------|

|                            |                                        |                                                                                                                                                                                                                         |
|----------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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 /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                         |                                         |
|-------------------------------------------------|-------------------------|-----------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.R<br/>L.7.</b> | <b>Reading Standards for Literature</b> |
|-------------------------------------------------|-------------------------|-----------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Key Ideas and Details |
|-----------------------------------|--|-----------------------|
|-----------------------------------|--|-----------------------|

|                            |         |                                                                                                                                         |
|----------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | RL.7.1. | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|----------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------|

|                            |         |                                                                                                                 |
|----------------------------|---------|-----------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | RL.7.3. | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |
|----------------------------|---------|-----------------------------------------------------------------------------------------------------------------|

|                                                 |                         |                                         |
|-------------------------------------------------|-------------------------|-----------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.R<br/>L.7.</b> | <b>Reading Standards for Literature</b> |
|-------------------------------------------------|-------------------------|-----------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Range of Reading and Level of Text Complexity |
|-----------------------------------|--|-----------------------------------------------|
|-----------------------------------|--|-----------------------------------------------|

|                            |          |                                                                                                                                                                                                             |
|----------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | RL.7.10. | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
|----------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                        |                          |
|-------------------------------------------------|------------------------|--------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b> | <b>Writing Standards</b> |
|-------------------------------------------------|------------------------|--------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Text Types and Purposes |
|-----------------------------------|--|-------------------------|
|-----------------------------------|--|-------------------------|

|                            |        |                                                                                                                                                                           |
|----------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | W.7.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
|----------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                      |          |                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.7.2.a. | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
|--------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                         |                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.2.b.                | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                  |
| EXPECTATION /<br>SUBSTRAND                      | W.7.4.                  | 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 /<br>SUBSTRAND                      | W.7.5.                  | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| EXPECTATION /<br>SUBSTRAND                      | W.7.8.                  | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                                    |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND                      | W.7.10.                 | 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 discipline-specific tasks, purposes, and audiences.                                                                                                                          |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.SL<br/>.7.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND                      | SL.7.1.                 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                                                                                    |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.a.               | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                                                                        |

|                                                 |                        |                                                                                                                                                                               |
|-------------------------------------------------|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.b.              | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                            |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.c.              | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.d.              | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                  |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                     |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Conventions of Standards English</b>                                                                                                                                       |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.7.1.</b>          | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                 |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.1.b.               | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.                                                         |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                     |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Knowledge of Language</b>                                                                                                                                                  |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.7.3.</b>          | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                                                                           |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.3.a.               | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                     |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                         |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.7.4.</b>          | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b> |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.4.a.               | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                 |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.4.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.  
7.**

**Language Standards**

**PERFORMANCE  
STANDARD /  
MODE**

**Vocabulary Acquisition and Use**

EXPECTATION /  
SUBSTRAND

L.7.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## California Content Standards

### Language Arts

Grade 8 - Adopted: 2013

**CONTENT  
STANDARD /  
DOMAIN / PART**

**CCSS.EL  
A-  
Literacy.  
CCRA.R.**

**College and Career Readiness Anchor Standards for Reading**

**PERFORMANCE  
STANDARD /  
MODE**

**Key Ideas and Details**

EXPECTATION /  
SUBSTRAND

CCSS.EL  
A-  
Literacy.C  
CRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION /  
SUBSTRAND

CCSS.EL  
A-  
Literacy.C  
CRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**CONTENT  
STANDARD /  
DOMAIN / PART**

**CCSS.EL  
A-  
Literacy.  
CCRA.R.**

**College and Career Readiness Anchor Standards for Reading**

**PERFORMANCE  
STANDARD /  
MODE**

**Craft and Structure**

EXPECTATION /  
SUBSTRAND

CCSS.EL  
A-  
Literacy.C  
CRA.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.EL  
A-  
Literacy.  
CCRA.R.**

**College and Career Readiness Anchor Standards for Reading**

**PERFORMANCE  
STANDARD /  
MODE**

**Integration of Knowledge and Ideas**

EXPECTATION /  
SUBSTRAND

CCSS.EL  
A-  
Literacy.C  
CRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                                      |
|--------------------------------------------|--|------------------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|--------------------------------------------|--|------------------------------------------------------|

|                            |                                         |                                                                                              |
|----------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
|----------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                |
|--------------------------------------------|--|--------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Text Types and Purposes</b> |
|--------------------------------------------|--|--------------------------------|

|                            |                                        |                                                                                                                                                                                        |
|----------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                               |
|--------------------------------------------|--|-----------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Production and Distribution of Writing</b> |
|--------------------------------------------|--|-----------------------------------------------|

|                            |                                        |                                                                                                                                      |
|----------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|----------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|

|                            |                                        |                                                                                                               |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                                |
|--------------------------------------------|--|------------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--------------------------------------------|--|------------------------------------------------|

|                            |                                        |                                                                                                                                                                                   |
|----------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE STANDARD / MODE      |                             | Range of Writing                                                                                                                                                                                                                                                                                                                        |
|----------------------------------|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.CRA.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.EL A-Literacy.CCRA.SL. | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                                                                                                                                                         |
| PERFORMANCE STANDARD / MODE      |                             | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.CRA.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.EL A-Literacy.CCRA.L.  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                                                                       |
| PERFORMANCE STANDARD / MODE      |                             | Knowledge of Language                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.CRA.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.EL A-Literacy.CCRA.L.  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                                                                       |
| PERFORMANCE STANDARD / MODE      |                             | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.CRA.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.EL A-Literacy.CRA.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.R L.8.                | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                                                 |
| PERFORMANCE STANDARD / MODE      |                             | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |

|                                         |                     |                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | RL.8.1.             | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R L.8.</b> | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                      |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | RL.8.4.             | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R L.8.</b> | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                      |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND                 | RL.8.10.            | By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.                                                                                                                             |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                     |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                               |
| EXPECTATION / SUBSTRAND                 | W.8.2.              | Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA                                   |
| FOUNDATION / PROFICIENCY LEVEL          | W.8.2.a.            | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA                                 |
| FOUNDATION / PROFICIENCY LEVEL          | W.8.2.b.            | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                            |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                     |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                |
| EXPECTATION / SUBSTRAND                 | W.8.4.              | 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.8.5.              | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND                 | W.8.7.              | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.                                                                                                                    |
| EXPECTATION / SUBSTRAND                 | W.8.8.              | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                                    |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION / SUBSTRAND                 | W.8.10.             | 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 discipline-specific tasks, purposes, and audiences.                                                                                                                          |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.SL .8.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                         |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>SL.8.1.</b>      | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                                                                                                             |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.a.           | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                                                                        |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.b.           | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                                         |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.c.           | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                                                                       |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.d.           | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                                                                   |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 8.**      **Language Standards**

| PERFORMANCE STANDARD / MODE    |          | Conventions of Standards English                                                                                           |
|--------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | L.8.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                     |
| FOUNDATION / PROFICIENCY LEVEL | L.8.1.a. | Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. |
| FOUNDATION / PROFICIENCY LEVEL | L.8.1.b. | Form and use verbs in the active and passive voice.                                                                        |
| FOUNDATION / PROFICIENCY LEVEL | L.8.1.d. | Recognize and correct inappropriate shifts in verb voice and mood.                                                         |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 8.**      **Language Standards**

| PERFORMANCE STANDARD / MODE    |          | Vocabulary Acquisition and Use                                                                                                                                        |
|--------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | L.8.4.   | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. |
| FOUNDATION / PROFICIENCY LEVEL | L.8.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.         |
| FOUNDATION / PROFICIENCY LEVEL | L.8.4.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. 8.**      **Language Standards**

| PERFORMANCE STANDARD / MODE |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
|-----------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | L.8.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Lesson 29: Unit 9 Formal Critique and Response to Literature, p. 239-244

**California Content Standards**

**Language Arts**

Grade 6 - Adopted: 2013

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                              |
|--------------------------------------------|--|------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Key Ideas and Details</b> |
|--------------------------------------------|--|------------------------------|

|                         |                                        |                                                                                                                            |
|-------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|-------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------|

|                         |                                        |                                                                                                   |
|-------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
|-------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                            |
|--------------------------------------------|--|----------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Craft and Structure</b> |
|--------------------------------------------|--|----------------------------|

|                         |                                        |                                                                             |
|-------------------------|----------------------------------------|-----------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.6 | Assess how point of view or purpose shapes the content and style of a text. |
|-------------------------|----------------------------------------|-----------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                           |
|--------------------------------------------|--|-------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Integration of Knowledge and Ideas</b> |
|--------------------------------------------|--|-------------------------------------------|

|                         |                                        |                                                                                                                                    |
|-------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|-------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                                      |
|--------------------------------------------|--|------------------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|--------------------------------------------|--|------------------------------------------------------|

|                         |                                         |                                                                                              |
|-------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
|-------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE STANDARD / MODE      |                               | Text Types and Purposes                                                                                                                                                                           |
|----------------------------------|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.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.EL A-Literacy. CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                         |
| PERFORMANCE STANDARD / MODE      |                               | Production and Distribution of Writing                                                                                                                                                            |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.W.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.W.5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A-Literacy. CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                         |
| PERFORMANCE STANDARD / MODE      |                               | Research to Build and Present Knowledge                                                                                                                                                           |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.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.EL A-Literacy. CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                         |
| PERFORMANCE STANDARD / MODE      |                               | Range of Writing                                                                                                                                                                                  |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.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.EL A-Literacy. CCRA.SL.  | College and Career Readiness Anchor Standards for Speaking and Listening                                                                                                                          |
| PERFORMANCE STANDARD / MODE      |                               | Comprehension and Collaboration                                                                                                                                                                   |

|                                  |                                         |                                                                                                                                                                                                                         |
|----------------------------------|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.<br>CCRA.L.   | College and Career Readiness Anchor Standards for Language                                                                                                                                                              |
| PERFORMANCE STANDARD / MODE      |                                         | Vocabulary Acquisition and Use                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.R<br>L.6.                         | Reading Standards for Literature                                                                                                                                                                                        |
| PERFORMANCE STANDARD / MODE      |                                         | Key Ideas and Details                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | RL.6.2.                                 | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                              |
| EXPECTATION / SUBSTRAND          | RL.6.3.                                 | Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.                                                |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.R<br>L.6.                         | Reading Standards for Literature                                                                                                                                                                                        |
| PERFORMANCE STANDARD / MODE      |                                         | Craft and Structure                                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND          | RL.6.5.                                 | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.                                               |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.R<br>L.6.                         | Reading Standards for Literature                                                                                                                                                                                        |
| PERFORMANCE STANDARD / MODE      |                                         | Range of Reading and Level of Text Complexity                                                                                                                                                                           |
| EXPECTATION / SUBSTRAND          | RL.6.10.                                | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.             |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W.<br>6.                          | Writing Standards                                                                                                                                                                                                       |
| PERFORMANCE STANDARD / MODE      |                                         | Text Types and Purposes                                                                                                                                                                                                 |

|                                  |             |                                                                                                                                                                                                                                                                                 |
|----------------------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | W.6.2.      | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                       |
| FOUNDATION / PROFICIENCY LEVEL   | W.6.2.b.    | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                            |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W.6.  | Writing Standards                                                                                                                                                                                                                                                               |
| PERFORMANCE STANDARD / MODE      |             | Production and Distribution of Writing                                                                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | W.6.4.      | 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.6.5.      | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W.6.  | Writing Standards                                                                                                                                                                                                                                                               |
| PERFORMANCE STANDARD / MODE      |             | Research to Build and Present Knowledge                                                                                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND          | W.6.7.      | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | W.6.8.      | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.                     |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W.6.  | Writing Standards                                                                                                                                                                                                                                                               |
| PERFORMANCE STANDARD / MODE      |             | Range of Writing                                                                                                                                                                                                                                                                |
| EXPECTATION / SUBSTRAND          | W.6.10.     | 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 discipline-specific tasks, purposes, and audiences.                                                           |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.SL.6. | Speaking and Listening Standards                                                                                                                                                                                                                                                |
| PERFORMANCE STANDARD / MODE      |             | Comprehension and Collaboration                                                                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND          | SL.6.1.     | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                     |

|                                                 |                        |                                                                                                                                                                                                                   |
|-------------------------------------------------|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.a.              | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.b.              | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                  |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.c.              | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                                                              |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.6.1.d.              | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                                        |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                                                         |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Conventions of Standards English</b>                                                                                                                                                                           |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.6.1.</b>          | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.1.d.               | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                                                          |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.1.e.               | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.                                         |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                                                         |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Knowledge of Language</b>                                                                                                                                                                                      |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.6.3.</b>          | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                                                                                                               |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.3.a.               | Vary sentence patterns for meaning, reader/ listener interest, and style.                                                                                                                                         |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.6.3.b.               | Maintain consistency in style and tone.                                                                                                                                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>6.</b> | <b>Language Standards</b>                                                                                                                                                                                         |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                             |

|                            |        |                                                                                                                                                                                                              |
|----------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|----------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| California Content Standards |  |  |
|------------------------------|--|--|
| Language Arts                |  |  |
| Grade 7 - Adopted: 2013      |  |  |

|                                        |                                       |                                                           |
|----------------------------------------|---------------------------------------|-----------------------------------------------------------|
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.R. | College and Career Readiness Anchor Standards for Reading |
|----------------------------------------|---------------------------------------|-----------------------------------------------------------|

|                                   |  |                       |
|-----------------------------------|--|-----------------------|
| PERFORMANCE<br>STANDARD /<br>MODE |  | Key Ideas and Details |
|-----------------------------------|--|-----------------------|

|                            |                                        |                                                                                                                            |
|----------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|----------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------|

|                            |                                        |                                                                                                   |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------|

|                                        |                                       |                                                           |
|----------------------------------------|---------------------------------------|-----------------------------------------------------------|
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.R. | College and Career Readiness Anchor Standards for Reading |
|----------------------------------------|---------------------------------------|-----------------------------------------------------------|

|                                   |  |                     |
|-----------------------------------|--|---------------------|
| PERFORMANCE<br>STANDARD /<br>MODE |  | Craft and Structure |
|-----------------------------------|--|---------------------|

|                            |                                        |                                                                             |
|----------------------------|----------------------------------------|-----------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.6 | Assess how point of view or purpose shapes the content and style of a text. |
|----------------------------|----------------------------------------|-----------------------------------------------------------------------------|

|                                        |                                       |                                                           |
|----------------------------------------|---------------------------------------|-----------------------------------------------------------|
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.R. | College and Career Readiness Anchor Standards for Reading |
|----------------------------------------|---------------------------------------|-----------------------------------------------------------|

|                                   |  |                                    |
|-----------------------------------|--|------------------------------------|
| PERFORMANCE<br>STANDARD /<br>MODE |  | Integration of Knowledge and Ideas |
|-----------------------------------|--|------------------------------------|

|                            |                                        |                                                                                                                                    |
|----------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|----------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|

|                                        |                                       |                                                           |
|----------------------------------------|---------------------------------------|-----------------------------------------------------------|
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.R. | College and Career Readiness Anchor Standards for Reading |
|----------------------------------------|---------------------------------------|-----------------------------------------------------------|

|                                   |  |                                               |
|-----------------------------------|--|-----------------------------------------------|
| PERFORMANCE<br>STANDARD /<br>MODE |  | Range of Reading and Level of Text Complexity |
|-----------------------------------|--|-----------------------------------------------|

|                                        |                                         |                                                                                                                                                                                        |
|----------------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                           |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                              |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Text Types and Purposes                                                                                                                                                                |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                              |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Production and Distribution of Writing                                                                                                                                                 |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                   |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                          |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                              |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Research to Build and Present Knowledge                                                                                                                                                |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                              |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Range of Writing                                                                                                                                                                       |

|                                        |                                             |                                                                                                                                                                                                                         |
|----------------------------------------|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0 | 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<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.SL.      | College and Career Readiness Anchor Standards for Speaking and Listening                                                                                                                                                |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                             | Comprehension and Collaboration                                                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.L.       | College and Career Readiness Anchor Standards for Language                                                                                                                                                              |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                             | Vocabulary Acquisition and Use                                                                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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<br>STANDARD /<br>DOMAIN / PART | CA.CC.R<br>L.7.                             | Reading Standards for Literature                                                                                                                                                                                        |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                             | Key Ideas and Details                                                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND             | RL.7.3.                                     | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).                                                                                                         |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.R<br>L.7.                             | Reading Standards for Literature                                                                                                                                                                                        |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                             | Range of Reading and Level of Text Complexity                                                                                                                                                                           |
| EXPECTATION /<br>SUBSTRAND             | RL.7.10.                                    | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.             |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CA.CC.W.<br>7.                              | Writing Standards                                                                                                                                                                                                       |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                             | Text Types and Purposes                                                                                                                                                                                                 |

|                                  |              |                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | W.7.2.       | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                                                         |
| FOUNDATION / PROFICIENCY LEVEL   | W.7.2.a.     | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
| FOUNDATION / PROFICIENCY LEVEL   | W.7.2.b.     | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                                              |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W. 7.  | Writing Standards                                                                                                                                                                                                                                                                                                                                 |
| PERFORMANCE STANDARD / MODE      |              | Production and Distribution of Writing                                                                                                                                                                                                                                                                                                            |
| EXPECTATION / SUBSTRAND          | W.7.4.       | 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.7.5.       | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)    |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W. 7.  | Writing Standards                                                                                                                                                                                                                                                                                                                                 |
| PERFORMANCE STANDARD / MODE      |              | Research to Build and Present Knowledge                                                                                                                                                                                                                                                                                                           |
| EXPECTATION / SUBSTRAND          | W.7.8.       | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                                       |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W. 7.  | Writing Standards                                                                                                                                                                                                                                                                                                                                 |
| PERFORMANCE STANDARD / MODE      |              | Range of Writing                                                                                                                                                                                                                                                                                                                                  |
| EXPECTATION / SUBSTRAND          | W.7.10.      | 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 discipline-specific tasks, purposes, and audiences.                                                                                                                             |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.SL .7. | Speaking and Listening Standards                                                                                                                                                                                                                                                                                                                  |
| PERFORMANCE STANDARD / MODE      |              | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | SL.7.1.      | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                                                                                       |

|                                                 |                        |                                                                                                                                                                                                                         |
|-------------------------------------------------|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.a.              | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.b.              | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                      |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.c.              | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                            |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.d.              | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                            |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                                                               |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Conventions of Standards English</b>                                                                                                                                                                                 |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.7.1.</b>          | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                                                           |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.1.b.               | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.                                                                                                   |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                                                               |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Knowledge of Language</b>                                                                                                                                                                                            |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.7.3.</b>          | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                                                                                                                     |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.3.a.               | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.                                                                                                     |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                                                               |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND                      | L.7.6.                 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.            |

## California Content Standards

### Language Arts

Grade 8 - Adopted: 2013

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                              |
|--------------------------------------------|--|------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Key Ideas and Details</b> |
|--------------------------------------------|--|------------------------------|

|                         |                                        |                                                                                                                            |
|-------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|-------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------|

|                         |                                        |                                                                                                   |
|-------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
|-------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                            |
|--------------------------------------------|--|----------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Craft and Structure</b> |
|--------------------------------------------|--|----------------------------|

|                         |                                        |                                                                             |
|-------------------------|----------------------------------------|-----------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.6 | Assess how point of view or purpose shapes the content and style of a text. |
|-------------------------|----------------------------------------|-----------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                           |
|--------------------------------------------|--|-------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Integration of Knowledge and Ideas</b> |
|--------------------------------------------|--|-------------------------------------------|

|                         |                                        |                                                                                                                                    |
|-------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|-------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                                      |
|--------------------------------------------|--|------------------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|--------------------------------------------|--|------------------------------------------------------|

|                         |                                         |                                                                                              |
|-------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
|-------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE STANDARD / MODE      |                             | Text Types and Purposes                                                                                                                                                                           |
|----------------------------------|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.CRA.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.EL A-Literacy.CCRA.W.  | College and Career Readiness Anchor Standards for Writing                                                                                                                                         |
| PERFORMANCE STANDARD / MODE      |                             | Production and Distribution of Writing                                                                                                                                                            |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.CRA.W.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.CRA.W.5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A-Literacy.CCRA.W.  | College and Career Readiness Anchor Standards for Writing                                                                                                                                         |
| PERFORMANCE STANDARD / MODE      |                             | Research to Build and Present Knowledge                                                                                                                                                           |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.CRA.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.EL A-Literacy.CCRA.W.  | College and Career Readiness Anchor Standards for Writing                                                                                                                                         |
| PERFORMANCE STANDARD / MODE      |                             | Range of Writing                                                                                                                                                                                  |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.CRA.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.EL A-Literacy.CCRA.SL. | College and Career Readiness Anchor Standards for Speaking and Listening                                                                                                                          |
| PERFORMANCE STANDARD / MODE      |                             | Comprehension and Collaboration                                                                                                                                                                   |

|                                  |                               |                                                                                                                                                                                                                                                                                   |
|----------------------------------|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.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.EL A-Literacy.CCRA.L.    | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                 |
| PERFORMANCE STANDARD / MODE      |                               | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                             |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.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.R L.8.                  | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                           |
| PERFORMANCE STANDARD / MODE      |                               | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                                                              |
| EXPECTATION / SUBSTRAND          | RL.8.10.                      | By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.                                                                                                  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W. 8.                   | <b>Writing Standards</b>                                                                                                                                                                                                                                                          |
| PERFORMANCE STANDARD / MODE      |                               | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                    |
| EXPECTATION / SUBSTRAND          | W.8.2.                        | <b>Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA</b> |
| FOUNDATION / PROFICIENCY LEVEL   | W.8.2.a.                      | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA      |
| FOUNDATION / PROFICIENCY LEVEL   | W.8.2.b.                      | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                 |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W. 8.                   | <b>Writing Standards</b>                                                                                                                                                                                                                                                          |
| PERFORMANCE STANDARD / MODE      |                               | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                     |
| EXPECTATION / SUBSTRAND          | W.8.4.                        | 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.8.5.              | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND                 | W.8.7.              | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.                                                                                                                    |
| EXPECTATION / SUBSTRAND                 | W.8.8.              | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                                    |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION / SUBSTRAND                 | W.8.10.             | 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 discipline-specific tasks, purposes, and audiences.                                                                                                                          |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.SL .8.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                         |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>SL.8.1.</b>      | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                                                                                                             |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.a.           | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                                                                        |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.b.           | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                                         |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.c.           | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                                                                       |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.d.           | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                                                                   |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 8.**      **Language Standards**

| PERFORMANCE STANDARD / MODE    |          | Conventions of Standards English                                                                                           |
|--------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | L.8.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                     |
| FOUNDATION / PROFICIENCY LEVEL | L.8.1.a. | Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. |
| FOUNDATION / PROFICIENCY LEVEL | L.8.1.b. | Form and use verbs in the active and passive voice.                                                                        |
| FOUNDATION / PROFICIENCY LEVEL | L.8.1.d. | Recognize and correct inappropriate shifts in verb voice and mood.                                                         |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 8.**      **Language Standards**

| PERFORMANCE STANDARD / MODE |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
|-----------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | L.8.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

Lesson 30: Unit 9 Formal Critique and Response to Literature, p. 245-252

**California Content Standards**

**Language Arts**

**Grade 6 - Adopted: 2013**

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

| PERFORMANCE STANDARD / MODE |                              | Key Ideas and Details                                                                                                      |
|-----------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | CCSS.EL A-Literacy.C CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| EXPECTATION / SUBSTRAND     | CCSS.EL A-Literacy.C CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                          |

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |                                        | Craft and Structure                                                                                                                                                                         |
|-----------------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |                                        | Integration of Knowledge and Ideas                                                                                                 |
|-----------------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |                                         | Range of Reading and Level of Text Complexity                                                |
|-----------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |                                        | Text Types and Purposes                                                                                                                                                                |
|-----------------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Production and Distribution of Writing |
|-----------------------------------|--|----------------------------------------|
|-----------------------------------|--|----------------------------------------|

|                                                 |                                                  |                                                                                                                                                                                                   |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4           | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5           | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                     |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Research to Build and Present Knowledge</b>                                                                                                                                                    |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.                 |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b>  | <b>College and Career Readiness Anchor Standards for Writing</b>                                                                                                                                  |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Range of Writing</b>                                                                                                                                                                           |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.1<br>0      | 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. |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                   |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Comprehension and Collaboration</b>                                                                                                                                                            |
| EXPECTATION /<br>SUBSTRAND                      | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.        |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b>  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                 |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                                                  | <b>Knowledge of Language</b>                                                                                                                                                                      |

|                                         |                                                 |                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.                                                                                                                                         |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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.EL<br>A-<br>Literacy.C<br>CRA.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. |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R<br/>L.6.</b>                         | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                            |
| EXPECTATION / SUBSTRAND                 | RL.6.1.                                         | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | RL.6.2.                                         | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                                                                                                                                              |
| EXPECTATION / SUBSTRAND                 | RL.6.3.                                         | Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.                                                                                                                                                                |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R<br/>L.6.</b>                         | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                              |
| EXPECTATION / SUBSTRAND                 | RL.6.5.                                         | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.                                                                                                                                                               |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R<br/>L.6.</b>                         | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                                                 |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                                 | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                                                                                                                    |

|                                         |                    |                                                                                                                                                                                                                                                                                 |
|-----------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND                 | RL.6.10.           | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.                                                                     |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                  |
| EXPECTATION / SUBSTRAND                 | W.6.2.             | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                       |
| FOUNDATION / PROFICIENCY LEVEL          | W.6.2.b.           | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                            |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | W.6.4.             | 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.6.5.             | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                  |
| EXPECTATION / SUBSTRAND                 | W.6.7.             | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.                                                                                                                                                   |
| EXPECTATION / SUBSTRAND                 | W.6.8.             | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.                     |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 6.</b> | <b>Writing Standards</b>                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                    | <b>Range of Writing</b>                                                                                                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND                 | W.6.10.            | 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 discipline-specific tasks, purposes, and audiences.                                                           |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.SL .6.**      **Speaking and Listening Standards**

| PERFORMANCE STANDARD / MODE    |           | Comprehension and Collaboration                                                                                                                                                                                             |
|--------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | SL.6.1.   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| FOUNDATION / PROFICIENCY LEVEL | SL.6.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.           |
| FOUNDATION / PROFICIENCY LEVEL | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.                                                                                                            |
| FOUNDATION / PROFICIENCY LEVEL | SL.6.1.c. | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.                                                                        |
| FOUNDATION / PROFICIENCY LEVEL | SL.6.1.d. | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                                                  |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 6.**      **Language Standards**

| PERFORMANCE STANDARD / MODE    |          | Conventions of Standards English                                                                                                                                          |
|--------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | L.6.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                    |
| FOUNDATION / PROFICIENCY LEVEL | L.6.1.d. | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).                                                                                  |
| FOUNDATION / PROFICIENCY LEVEL | L.6.1.e. | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 6.**      **Language Standards**

| PERFORMANCE STANDARD / MODE    |          | Knowledge of Language                                                                        |
|--------------------------------|----------|----------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | L.6.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| FOUNDATION / PROFICIENCY LEVEL | L.6.3.a. | Vary sentence patterns for meaning, reader/ listener interest, and style.                    |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 6.**      **Language Standards**

| PERFORMANCE STANDARD / MODE    |          | Vocabulary Acquisition and Use                                                                                                                                         |
|--------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | L.6.4.   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |
| FOUNDATION / PROFICIENCY LEVEL | L.6.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.          |
| FOUNDATION / PROFICIENCY LEVEL | L.6.4.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. 6.**      **Language Standards**

| PERFORMANCE STANDARD / MODE |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
|-----------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | L.6.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## California Content Standards

### Language Arts

Grade 7 - Adopted: 2013

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

| PERFORMANCE STANDARD / MODE |                              | Key Ideas and Details                                                                                                      |
|-----------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | CCSS.EL A-Literacy.C CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| EXPECTATION / SUBSTRAND     | CCSS.EL A-Literacy.C CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                          |

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

| PERFORMANCE STANDARD / MODE |  | Craft and Structure |
|-----------------------------|--|---------------------|
|-----------------------------|--|---------------------|

|                                        |                                         |                                                                                                                                                                                             |
|----------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Integration of Knowledge and Ideas                                                                                                                                                          |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                          |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.R.   | College and Career Readiness Anchor Standards for Reading                                                                                                                                   |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Range of Reading and Level of Text Complexity                                                                                                                                               |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                |
| CONTENT<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Text Types and Purposes                                                                                                                                                                     |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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<br>STANDARD /<br>DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.<br>CCRA.W.   | College and Career Readiness Anchor Standards for Writing                                                                                                                                   |
| PERFORMANCE<br>STANDARD /<br>MODE      |                                         | Production and Distribution of Writing                                                                                                                                                      |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                        |
| EXPECTATION /<br>SUBSTRAND             | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                               |

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                                |
|--------------------------------------------|--|------------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--------------------------------------------|--|------------------------------------------------|

|                                    |                                                  |                                                                                                                                                                                   |
|------------------------------------|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EXPECTATION /<br/>SUBSTRAND</b> | <b>CCSS.EL<br/>A-<br/>Literacy.C<br/>CRA.W.8</b> | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
|------------------------------------|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                         |
|--------------------------------------------|--|-------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Range of Writing</b> |
|--------------------------------------------|--|-------------------------|

|                                    |                                                        |                                                                                                                                                                                                   |
|------------------------------------|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EXPECTATION /<br/>SUBSTRAND</b> | <b>CCSS.EL<br/>A-<br/>Literacy.C<br/>CRA.W.1<br/>0</b> | 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. |
|------------------------------------|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                  |                                                                                 |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.SL.</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|

|                                            |  |                                        |
|--------------------------------------------|--|----------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Comprehension and Collaboration</b> |
|--------------------------------------------|--|----------------------------------------|

|                                    |                                                   |                                                                                                                                                                                            |
|------------------------------------|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EXPECTATION /<br/>SUBSTRAND</b> | <b>CCSS.EL<br/>A-<br/>Literacy.C<br/>CRA.SL.1</b> | 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. |
|------------------------------------|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                   |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b> |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|

|                                            |  |                              |
|--------------------------------------------|--|------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Knowledge of Language</b> |
|--------------------------------------------|--|------------------------------|

|                                    |                                                  |                                                                                                                                                                                                 |
|------------------------------------|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EXPECTATION /<br/>SUBSTRAND</b> | <b>CCSS.EL<br/>A-<br/>Literacy.C<br/>CRA.L.3</b> | 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. |
|------------------------------------|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                   |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.L.</b> | <b>College and Career Readiness Anchor Standards for Language</b> |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Vocabulary Acquisition and Use |
|-----------------------------------|--|--------------------------------|
|-----------------------------------|--|--------------------------------|

|                            |                                        |                                                                                                                                                                                                                         |
|----------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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 /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                         |                                         |
|-------------------------------------------------|-------------------------|-----------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.R<br/>L.7.</b> | <b>Reading Standards for Literature</b> |
|-------------------------------------------------|-------------------------|-----------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Key Ideas and Details |
|-----------------------------------|--|-----------------------|
|-----------------------------------|--|-----------------------|

|                            |         |                                                                                                                                         |
|----------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | RL.7.1. | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
|----------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------|

|                            |         |                                                                                                                 |
|----------------------------|---------|-----------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | RL.7.3. | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |
|----------------------------|---------|-----------------------------------------------------------------------------------------------------------------|

|                                                 |                         |                                         |
|-------------------------------------------------|-------------------------|-----------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.R<br/>L.7.</b> | <b>Reading Standards for Literature</b> |
|-------------------------------------------------|-------------------------|-----------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Range of Reading and Level of Text Complexity |
|-----------------------------------|--|-----------------------------------------------|
|-----------------------------------|--|-----------------------------------------------|

|                            |          |                                                                                                                                                                                                             |
|----------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | RL.7.10. | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
|----------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                        |                          |
|-------------------------------------------------|------------------------|--------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b> | <b>Writing Standards</b> |
|-------------------------------------------------|------------------------|--------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |  | Text Types and Purposes |
|-----------------------------------|--|-------------------------|
|-----------------------------------|--|-------------------------|

|                            |        |                                                                                                                                                                           |
|----------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | W.7.2. | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
|----------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                      |          |                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL | W.7.2.a. | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA |
|--------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                         |                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.7.2.b.                | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                                                  |
| EXPECTATION /<br>SUBSTRAND                      | W.7.4.                  | 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 /<br>SUBSTRAND                      | W.7.5.                  | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| EXPECTATION /<br>SUBSTRAND                      | W.7.8.                  | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                                    |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>7.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION /<br>SUBSTRAND                      | W.7.10.                 | 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 discipline-specific tasks, purposes, and audiences.                                                                                                                          |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.SL<br/>.7.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND                      | SL.7.1.                 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                                                                                    |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.a.               | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                                                                        |

|                                                 |                        |                                                                                                                                                                               |
|-------------------------------------------------|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.b.              | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                            |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.c.              | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | SL.7.1.d.              | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                  |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                     |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Conventions of Standards English</b>                                                                                                                                       |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.7.1.</b>          | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                                                 |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.1.b.               | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.                                                         |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                     |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Knowledge of Language</b>                                                                                                                                                  |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.7.3.</b>          | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>                                                                           |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.3.a.               | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.                                                           |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b>                                                                                                                                                     |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                        | <b>Vocabulary Acquisition and Use</b>                                                                                                                                         |
| <b>EXPECTATION /<br/>SUBSTRAND</b>              | <b>L.7.4.</b>          | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b> |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.4.a.               | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                 |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | L.7.4.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).                               |

|                                                 |                        |                           |
|-------------------------------------------------|------------------------|---------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.L.<br/>7.</b> | <b>Language Standards</b> |
|-------------------------------------------------|------------------------|---------------------------|

|                                            |  |                                       |
|--------------------------------------------|--|---------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--------------------------------------------|--|---------------------------------------|

|                            |        |                                                                                                                                                                                                              |
|----------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | L.7.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
|----------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## California Content Standards

### Language Arts

Grade 8 - Adopted: 2013

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                              |
|--------------------------------------------|--|------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Key Ideas and Details</b> |
|--------------------------------------------|--|------------------------------|

|                            |                                        |                                                                                                                            |
|----------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|----------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------|

|                            |                                        |                                                                                                   |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                            |
|--------------------------------------------|--|----------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Craft and Structure</b> |
|--------------------------------------------|--|----------------------------|

|                            |                                        |                                                                                                                                                                                             |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

|                                            |  |                                           |
|--------------------------------------------|--|-------------------------------------------|
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b> |  | <b>Integration of Knowledge and Ideas</b> |
|--------------------------------------------|--|-------------------------------------------|

|                            |                                        |                                                                                                                                    |
|----------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|----------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.R.</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |                                         | Range of Reading and Level of Text Complexity                                                |
|-----------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | CCSS.EL<br>A-<br>Literacy.C<br>CRA.R.10 | Read and comprehend complex literary and informational texts independently and proficiently. |

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |                                        | Text Types and Purposes                                                                                                                                                                |
|-----------------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |                                        | Production and Distribution of Writing                                                                                               |
|-----------------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

|                            |                                        |                                                                                                               |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND | CCSS.EL<br>A-<br>Literacy.C<br>CRA.W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|----------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------|

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE<br>STANDARD /<br>MODE |                                        | Research to Build and Present Knowledge                                                                                                                                           |
|-----------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND        | CCSS.EL<br>A-<br>Literacy.C<br>CRA.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. |

|                                                 |                                                 |                                                                  |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CCSS.EL<br/>A-<br/>Literacy.<br/>CCRA.W.</b> | <b>College and Career Readiness Anchor Standards for Writing</b> |
|-------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|

| PERFORMANCE STANDARD / MODE      |                             | Range of Writing                                                                                                                                                                                                                                                                                                                        |
|----------------------------------|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.CRA.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.EL A-Literacy.CCRA.SL. | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>                                                                                                                                                                                                                                                         |
| PERFORMANCE STANDARD / MODE      |                             | Comprehension and Collaboration                                                                                                                                                                                                                                                                                                         |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.CRA.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.EL A-Literacy.CCRA.L.  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                                                                       |
| PERFORMANCE STANDARD / MODE      |                             | Knowledge of Language                                                                                                                                                                                                                                                                                                                   |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.CRA.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.EL A-Literacy.CCRA.L.  | <b>College and Career Readiness Anchor Standards for Language</b>                                                                                                                                                                                                                                                                       |
| PERFORMANCE STANDARD / MODE      |                             | Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                          |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.CRA.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.EL A-Literacy.CRA.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.R L.8.                | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                                                 |
| PERFORMANCE STANDARD / MODE      |                             | Key Ideas and Details                                                                                                                                                                                                                                                                                                                   |

|                                                 |                         |                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION /<br>SUBSTRAND                      | RL.8.1.                 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                                                |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.R<br/>L.8.</b> | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                      |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                   |
| EXPECTATION /<br>SUBSTRAND                      | RL.8.4.                 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.R<br/>L.8.</b> | <b>Reading Standards for Literature</b>                                                                                                                                                                                                                                                                      |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                                                                                                         |
| EXPECTATION /<br>SUBSTRAND                      | RL.8.10.                | By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.                                                                                                                             |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                     |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                               |
| EXPECTATION /<br>SUBSTRAND                      | W.8.2.                  | Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA                                   |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.8.2.a.                | Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA                                 |
| FOUNDATION /<br>PROFICIENCY<br>LEVEL            | W.8.2.b.                | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                            |
| <b>CONTENT<br/>STANDARD /<br/>DOMAIN / PART</b> | <b>CA.CC.W.<br/>8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                     |
| <b>PERFORMANCE<br/>STANDARD /<br/>MODE</b>      |                         | <b>Production and Distribution of Writing</b>                                                                                                                                                                                                                                                                |
| EXPECTATION /<br>SUBSTRAND                      | W.8.4.                  | 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.8.5.              | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Research to Build and Present Knowledge</b>                                                                                                                                                                                                                                                                                                 |
| EXPECTATION / SUBSTRAND                 | W.8.7.              | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.                                                                                                                    |
| EXPECTATION / SUBSTRAND                 | W.8.8.              | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                                                    |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.W. 8.</b>  | <b>Writing Standards</b>                                                                                                                                                                                                                                                                                                                       |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Range of Writing</b>                                                                                                                                                                                                                                                                                                                        |
| EXPECTATION / SUBSTRAND                 | W.8.10.             | 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 discipline-specific tasks, purposes, and audiences.                                                                                                                          |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.SL .8.</b> | <b>Speaking and Listening Standards</b>                                                                                                                                                                                                                                                                                                        |
| <b>PERFORMANCE STANDARD / MODE</b>      |                     | <b>Comprehension and Collaboration</b>                                                                                                                                                                                                                                                                                                         |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>SL.8.1.</b>      | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>                                                                                                             |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.a.           | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                                                                        |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.b.           | Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                                                         |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.c.           | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.                                                                                                                                                                                       |
| FOUNDATION / PROFICIENCY LEVEL          | SL.8.1.d.           | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.                                                                                                                                                                                                   |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 8.**      **Language Standards**

| PERFORMANCE STANDARD / MODE    |          | Conventions of Standards English                                                                                           |
|--------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | L.8.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                     |
| FOUNDATION / PROFICIENCY LEVEL | L.8.1.a. | Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. |
| FOUNDATION / PROFICIENCY LEVEL | L.8.1.b. | Form and use verbs in the active and passive voice.                                                                        |
| FOUNDATION / PROFICIENCY LEVEL | L.8.1.d. | Recognize and correct inappropriate shifts in verb voice and mood.                                                         |

**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. 8.**      **Language Standards**

| PERFORMANCE STANDARD / MODE    |          | Vocabulary Acquisition and Use                                                                                                                                        |
|--------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND        | L.8.4.   | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. |
| FOUNDATION / PROFICIENCY LEVEL | L.8.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.         |
| FOUNDATION / PROFICIENCY LEVEL | L.8.4.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. 8.**      **Language Standards**

| PERFORMANCE STANDARD / MODE |        | Vocabulary Acquisition and Use                                                                                                                                                                               |
|-----------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATION / SUBSTRAND     | L.8.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |