**Reading Standards for Literature K-8 (RL)**

**Kindergarteners**

<table>
<thead>
<tr>
<th>Grade 1 Students</th>
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</table>

### Anchor Standard RL 1
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1. With prompting and support, ask and answer questions about details in a text.
2. Retell stories, including key details, and demonstrate understanding of the central message or lesson.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
4. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters respond or change as the plot moves toward a resolution).
5. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

### Anchor Standard RL 2
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.
3. Describe in depth a character's or a character's thoughts, words, or actions.
4. Determine a theme or central idea of a text and analyze its development; provide a summary of the text distinct from personal opinions or judgments.
5. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

### Anchor Standard RL 3
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters respond or change as the plot moves toward a resolution).
4. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
5. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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<tr>
<th>Anchor Standard RL 4</th>
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<td>4. Ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 for additional expectations.)</td>
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<td>4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade K Language standards 4-6 for additional expectations.)</td>
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<td>4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4-6 for additional expectations.)</td>
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<td>4. Distinguish that allude to significant characters found in mythology (e.g., Hercules). (See grade 3 Language standards 4-6 for additional expectations.)</td>
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<td>4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4-6 for additional expectations.)</td>
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<td>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4-6 for additional expectations.)</td>
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<td>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.)</td>
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<td>5. Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text).</td>
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<td>5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</td>
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<td>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</td>
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<td>5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as character, scene, and stanza; describe how each successive part builds on earlier sections.</td>
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<td>5. Explain how a series of chapters, scenes or stanzas fit together to provide the overall structure of a particular story, drama, or poem.</td>
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<td>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.</td>
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<td>5. Analyze how a drama’s or poem’s form or structure (e.g., sonnet, sonnet) contributes to its meaning and style.</td>
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<td>6. With prompting and support, name the author and illustrator of a story and describe the role of each in telling the story.</td>
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<td>6. Identify who is telling the story at various points in a text.</td>
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<td>6. Acknowledge differences in points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</td>
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<td>6. Distinguish their own point of view from that of the narrator or those of the characters.</td>
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<td>6. Compare and contrast the point of view from which different stories are narrated, including the difference between first and third-person narrations.</td>
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<td>6. Describe how a narrator’s or speaker’s point of view influences how events are described.</td>
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<td>6. Explain how an author develops the point of view of the narrator or speaker in a text.</td>
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<td>6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</td>
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<td>6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</td>
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### Integration of Knowledge and Ideas

**Anchor Standard RL 7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

1. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
2. Use illustrations and details in a story to describe its characters, settings, or events.
3. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
4. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
5. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folklore, myth, poem).
6. Compare and contrast the experience of reading a story, drama, or poem to its audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

**Anchor Standard RL 8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

8. (Not applicable to literature)
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18. (Not applicable to literature)
19. (Not applicable to literature)
20. (Not applicable to literature)

**Anchor Standard RL 9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

21. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
22. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
23. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
24. Compare and contrast the treatment of similar themes and topic (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
25. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
26. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
27. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
28. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

### Range of Reading and Level of Text Complexity

**Anchor Standard RL 10** Read and comprehend complex literary and informational texts independently and proficiently.

29. Actively engage in group reading activities with purpose and understanding.
30. Activate prior knowledge related to the information and events in texts.
31. Use illustrations and context to make predictions about text.
32. With prompting and support, read prose and poetry of appropriate complexity for grade 1.
33. Activate prior knowledge related to the information and events in texts.
34. Confirm predictions about what will happen next in text.
35. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band proficiently and with scaffolding as needed at the high end of the range.
36. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.
37. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
38. 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.
39. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band independently and proficiently.
40. 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.
41. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 4-5 text complexity band independently and proficiently.
42. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 4-5 text complexity band independently and proficiently.
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Reading Standards for Informational Text K-8 (RI)

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<td>4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language standards 4-6 for additional expectations.)</td>
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BOLD FONT INDICATES CALIFORNIA’S 15% | PARTICULARLY LIKELY TO REQUIRE REVIEW

ADAPTED FROM TULARE COUNTY OFFICE OF EDUCATION
### Kindergartners

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<tr>
<td>5. Identify the front cover, back cover, and title page of a book.</td>
<td>5. Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</td>
<td>5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</td>
<td>5. Describe the overall structure (e.g., chronology, comparison, cause/ effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</td>
<td>5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/ effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</td>
<td>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.</td>
<td>5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</td>
<td>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.</td>
<td>5. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials.</td>
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<tr>
<td>6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</td>
<td>6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</td>
<td>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</td>
<td>6. Distinguish their own point of view from that of the author of a text.</td>
<td>6. Compare and contrast a firsthand and secondhand account of the same event or topic, noting important similarities and differences in the point of view they represent.</td>
<td>6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</td>
<td>6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</td>
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<td>6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</td>
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</tbody>
</table>

### CALIFORNIA COMMON CORE CONTENT STANDARDS CONTINUUM

**Integration of Knowledge and Ideas**

<table>
<thead>
<tr>
<th>Anchor Standard RI</th>
<th>Grade 1 Students</th>
<th>Grade 2 Students</th>
<th>Grade 3 Students</th>
<th>Grade 4 Students</th>
<th>Grade 5 Students</th>
<th>Grade 6 Students</th>
<th>Grade 7 Students</th>
<th>Grade 8 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).</td>
<td>7. Use the illustrations and details in a text to describe its key ideas.</td>
<td>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</td>
<td>7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</td>
<td>7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</td>
<td>7. Draw on 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.</td>
<td>7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</td>
<td>7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</td>
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<tr>
<td>8. With prompting and support, identify the reasons an author gives to support points in a text.</td>
<td>8. Identify the reasons an author gives to support points in a text.</td>
<td>8. Describe how reasons support specific points in a text.</td>
<td>8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/ effect, first/second/third in a sequence).</td>
<td>8. Explain how an author uses reasons and evidence to support particular points in a text.</td>
<td>8. Explain how an author uses reasons and evidence to support particular points in a text.</td>
<td>8. 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.</td>
<td>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</td>
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</table>
### Kindergartners

<table>
<thead>
<tr>
<th>Anchor Standard RI 9</th>
<th>10. Actsively engage in group reading activities with purpose and understanding.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Activate prior knowledge related to the information and events in texts.</td>
<td>a. With prompting and support, read informational texts appropriately complex for grade 1.</td>
</tr>
<tr>
<td>b. Confirm predictions about what will happen next in text.</td>
<td>b. Read and comprehend complex literary and informational texts independently and proficiently.</td>
</tr>
<tr>
<td>RI 10</td>
<td>10. Use illustrations and context to make predictions about text.</td>
</tr>
</tbody>
</table>

### Grade 1 Students

<table>
<thead>
<tr>
<th>Anchor Standard RI 10</th>
<th>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. With prompting and support, read informational texts appropriately complex for grade 3.</td>
<td>b. Confirm predictions about what will happen next in text.</td>
</tr>
<tr>
<td>b. Compare and contrast the most important points and key details presented in two texts on the same topic.</td>
<td>c. Analyze and compare how two or more texts address the same topic.</td>
</tr>
<tr>
<td>RI 11</td>
<td>10. By the end of the year, read and comprehend complex literary and informational texts independently and proficiently.</td>
</tr>
</tbody>
</table>

### Grade 2 Students

<table>
<thead>
<tr>
<th>Anchor Standard RI 11</th>
<th>10. Compare and contrast the most important points and key details presented in two texts on the same topic.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Activate prior knowledge related to the information and events in texts.</td>
<td>b. Confirm predictions about what will happen next in text.</td>
</tr>
<tr>
<td>b. Compare and contrast the most important points and key details presented in two texts on the same topic.</td>
<td>c. Confirm predictions about what will happen next in text and events in texts.</td>
</tr>
<tr>
<td>RI 12</td>
<td>10. By the end of the year, read and comprehend complex literary and informational texts independently and proficiently.</td>
</tr>
</tbody>
</table>

### Grade 3 Students

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<thead>
<tr>
<th>Anchor Standard RI 12</th>
<th>10. By the end of the year, read and comprehend complex literary and informational texts independently and proficiently.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. With prompting and support, read informational texts appropriately complex for grade 5.</td>
<td>b. Confirm predictions about what will happen next in text.</td>
</tr>
<tr>
<td>b. Compare and contrast the most important points and key details presented in two texts on the same topic.</td>
<td>c. Confirm predictions about what will happen next in text and events in texts.</td>
</tr>
<tr>
<td>RI 13</td>
<td>10. By the end of the year, read and comprehend complex literary and informational texts independently and proficiently.</td>
</tr>
</tbody>
</table>

### Grade 4 Students

<table>
<thead>
<tr>
<th>Anchor Standard RI 13</th>
<th>10. By the end of the year, read and comprehend complex literary and informational texts independently and proficiently.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. With prompting and support, read informational texts appropriately complex for grade 7.</td>
<td>b. Confirm predictions about what will happen next in text.</td>
</tr>
<tr>
<td>b. Compare and contrast the most important points and key details presented in two texts on the same topic.</td>
<td>c. Confirm predictions about what will happen next in text and events in texts.</td>
</tr>
<tr>
<td>RI 14</td>
<td>10. By the end of the year, read and comprehend complex literary and informational texts independently and proficiently.</td>
</tr>
</tbody>
</table>

### Grade 5 Students

<table>
<thead>
<tr>
<th>Anchor Standard RI 14</th>
<th>10. By the end of the year, read and comprehend complex literary and informational texts independently and proficiently.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. With prompting and support, read informational texts appropriately complex for grade 9.</td>
<td>b. Confirm predictions about what will happen next in text.</td>
</tr>
<tr>
<td>b. Compare and contrast the most important points and key details presented in two texts on the same topic.</td>
<td>c. Confirm predictions about what will happen next in text and events in texts.</td>
</tr>
<tr>
<td>RI 15</td>
<td>10. By the end of the year, read and comprehend complex literary and informational texts independently and proficiently.</td>
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### Grade 6 Students

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<th>Anchor Standard RI 15</th>
<th>10. By the end of the year, read and comprehend complex literary and informational texts independently and proficiently.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. With prompting and support, read informational texts appropriately complex for grade 11.</td>
<td>b. Confirm predictions about what will happen next in text.</td>
</tr>
<tr>
<td>b. Compare and contrast the most important points and key details presented in two texts on the same topic.</td>
<td>c. Confirm predictions about what will happen next in text and events in texts.</td>
</tr>
<tr>
<td>RI 16</td>
<td>10. By the end of the year, read and comprehend complex literary and informational texts independently and proficiently.</td>
</tr>
</tbody>
</table>

### Grade 7 Students

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<th>Anchor Standard RI 16</th>
<th>10. By the end of the year, read and comprehend complex literary and informational texts independently and proficiently.</th>
</tr>
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<tbody>
<tr>
<td>a. With prompting and support, read informational texts appropriately complex for grade 13.</td>
<td>b. Confirm predictions about what will happen next in text.</td>
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<tr>
<td>b. Compare and contrast the most important points and key details presented in two texts on the same topic.</td>
<td>c. Confirm predictions about what will happen next in text and events in texts.</td>
</tr>
<tr>
<td>RI 17</td>
<td>10. By the end of the year, read and comprehend complex literary and informational texts independently and proficiently.</td>
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### Grade 8 Students

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<th>Anchor Standard RI 17</th>
<th>10. By the end of the year, read and comprehend complex literary and informational texts independently and proficiently.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. With prompting and support, read informational texts appropriately complex for grade 15.</td>
<td>b. Confirm predictions about what will happen next in text.</td>
</tr>
<tr>
<td>b. Compare and contrast the most important points and key details presented in two texts on the same topic.</td>
<td>c. Confirm predictions about what will happen next in text and events in texts.</td>
</tr>
<tr>
<td>RI 18</td>
<td>10. By the end of the year, read and comprehend complex literary and informational texts independently and proficiently.</td>
</tr>
</tbody>
</table>
## Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
   a. Follow words from left to right, top to bottom, and page by page.
   b. Recognize that spoken words are represented in written language by specific sequences of letters.
   c. Understand that words are separated by spaces in print.
   d. Recognize and name all upper- and lowercase letters of the alphabet.

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
   a. Recognize and reproduce rhyming words.
   b. Count, pronounce, blend, and segment syllables in spoken words.
   c. Blend and segment onsets and rimes of single-syllable spoken words.
   d. Blend two to three phonemes into recognizable words.
   e. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words. *(This does not include CVCs ending with /l/, /r/, or /x/)*
   f. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

## Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
   a. Distinguish long from short vowel sounds in spoken single-syllable words.
   b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
   c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
   d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
**English Language Arts K-8**

**CALIFORNIA COMMON CORE CONTENT STANDARDS CONTINUUM**

**Visalia Unified School District**

**Reading Standards: Foundational Skills K-8 (RF)**

<table>
<thead>
<tr>
<th>Kindergartners</th>
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</tr>
<tr>
<td>3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</td>
<td>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences for common consonant digraphs.</td>
<td>b. Decode regularly spelled one-syllable words.</td>
<td>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</td>
<td>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</td>
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</tr>
<tr>
<td>3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</td>
<td>a. Know the spelling-sound correspondences for common consonant digraphs.</td>
<td>b. Decode regularly spelled one-syllable words.</td>
<td>c. Read final –e and common vowel team conventions for representing long vowel sounds.</td>
<td>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</td>
<td>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</td>
<td>f. Read words with inflectional endings.</td>
<td>g. Recognize and read grade-appropriate irregularly spelled words.</td>
<td></td>
</tr>
<tr>
<td>3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</td>
<td>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</td>
<td>b. Know spelling-sound correspondences for additional common vowel teams.</td>
<td>c. Decode regularly spelled two-syllable words with long vowels.</td>
<td>d. Decode words with common prefixes and suffixes.</td>
<td>e. Identify words with inconsistent but common spelling-sound correspondences.</td>
<td>f. Recognize and read grade-appropriate irregularly spelled words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</td>
<td>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</td>
<td>b. Decode words with common prefixes and suffixes.</td>
<td>c. Decode multi-syllable words.</td>
<td>d. Read grade appropriate irregularly spelled words.</td>
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<tr>
<td>3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</td>
<td>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</td>
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<tr>
<td>3. (Not applicable)</td>
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</tr>
</tbody>
</table>

**Fluency**

<table>
<thead>
<tr>
<th>4. Read emergent-reader texts with purpose and understanding.</th>
<th>4. Read with sufficient accuracy and fluency to support comprehension.</th>
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<tbody>
<tr>
<td>a. Read on-level text with purpose and understanding.</td>
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<td>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</td>
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<td>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
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<td>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</td>
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**BOLD FONT INDICATES CALIFORNIA’S 15% | PARTICULARLY LIKELY TO REQUIRE REVIEW**

**ADAPTED FROM TULARE COUNTY OFFICE OF EDUCATION**

8
## Writing Standards K-8 (W)

<table>
<thead>
<tr>
<th>Text Types and Purposes</th>
<th>Kindergartners</th>
<th>Grade 1 Students</th>
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</tr>
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<tbody>
<tr>
<td><strong>Anchor Standard W1</strong></td>
<td>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
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<td>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . . ).</td>
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<td>2. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, and provide some sense of closure.</td>
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<td>3. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, and provide some sense of closure.</td>
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<td>4. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, and provide some sense of closure.</td>
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<td>6. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, and provide some sense of closure.</td>
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<td>7. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, and provide some sense of closure.</td>
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<td>8. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, and provide some sense of closure.</td>
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<td>9. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, and provide some sense of closure.</td>
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<td>10. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, and provide some sense of closure.</td>
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**BOLD FONT INDICATES CALIFORNIA’S 15%** | *PARTICULARLY LIKELY TO REQUIRE REVIEW**

ADAPTED FROM TULARE COUNTY OFFICE OF EDUCATION
## Writing Standards K-8

### Kindergartners

- Grade 1 Students
- Grade 2 Students
- Grade 3 Students
- Grade 4 Students
- Grade 5 Students
- Grade 6 Students
- Grade 7 Students
- Grade 8 Students

### Text Types and Purposes

**Anchor Standard W2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

<table>
<thead>
<tr>
<th>Grade 1 Students</th>
<th>Grade 2 Students</th>
<th>Grade 3 Students</th>
<th>Grade 4 Students</th>
<th>Grade 5 Students</th>
<th>Grade 6 Students</th>
<th>Grade 7 Students</th>
<th>Grade 8 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are observing and supply some information about the topic.</td>
<td>2. Use informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</td>
<td>2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</td>
<td>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.</td>
<td>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.</td>
<td>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.</td>
<td>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.</td>
<td>2. Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey complex ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</td>
</tr>
</tbody>
</table>
### Kindergarteners

3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

3. Write narratives in which they recount two or more appropriately sequenced events, including some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

3. Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Grade 1 Students

3. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

c. Use temporal words and phrases to signal event order. Provide a sense of closure.

### Grade 2 Students

3. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

c. Use a variety of transitional words and phrases to manage the sequence of events.

d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

e. Provide a conclusion that follows from the narrated experiences or events.

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

c. Use a variety of transitional words and phrases, and clauses to manage the sequence of events.

d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

e. Provide a conclusion that follows from the narrated experiences or events.

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

e. Provide a conclusion that follows from the narrated experiences or events.

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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.

b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects the narrated experiences or events.

### Grade 3 Students

3. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects the narrated experiences or events.

### Grade 4 Students

3. Use narrative techniques, such as dialogue, punctuation, description, and reflection, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects the narrated experiences or events.

### Grade 5 Students

3. Use narrative techniques, such as dialogue, punctuation, description, and reflection, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects the narrated experiences or events.

### Grade 6 Students

3. Use narrative techniques, such as dialogue, punctuation, description, and reflection, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects the narrated experiences or events.

### Grade 7 Students

3. Use narrative techniques, such as dialogue, punctuation, description, and reflection, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects the narrated experiences or events.

### Grade 8 Students

3. Use narrative techniques, such as dialogue, punctuation, description, and reflection, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects the narrated experiences or events.
Production and Distribution of Writing

Anchor Standard W4  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

1. (Begins in grade 2)
2. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
3. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
4. Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
6. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
7. 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 5.)
8. 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 6.)

Anchor Standard W5  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

1. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
2. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
3. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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 5.)
6. 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 6.)

Anchor Standard W6  Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

1. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
2. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
3. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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 5.)
6. 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 6.)

Production and Distribution of Writing

Anchor Standard W4  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

1. (Begins in grade 2)
2. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
3. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
4. Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
6. 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 4.)
7. 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 5.)
8. 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 6.)

Anchor Standard W5  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

1. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
2. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
3. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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 5.)
6. 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 6.)

Anchor Standard W6  Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

1. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
2. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
3. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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 5.)
6. 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 6.)
<table>
<thead>
<tr>
<th>Anchor Standard W7</th>
<th>Kindergartners</th>
<th>Grade 1 Students</th>
<th>Grade 2 Students</th>
<th>Grade 3 Students</th>
<th>Grade 4 Students</th>
<th>Grade 5 Students</th>
<th>Grade 6 Students</th>
<th>Grade 7 Students</th>
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<tbody>
<tr>
<td>7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</td>
<td>7. Participate in shared research and writing projects (e.g., explore a number of &quot;how-to&quot; books on a given topic and use them to write a sequence of instructions).</td>
<td>7. Conduct short research projects that build knowledge about a topic.</td>
<td>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</td>
<td>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</td>
<td>7. Conduct short focused research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</td>
<td>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.</td>
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<td><strong>Anchor Standard W8</strong></td>
<td><strong>Kindergartners</strong></td>
<td><strong>Grade 1 Students</strong></td>
<td><strong>Grade 2 Students</strong></td>
<td><strong>Grade 3 Students</strong></td>
<td><strong>Grade 4 Students</strong></td>
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<td><strong>Grade 6 Students</strong></td>
<td><strong>Grade 7 Students</strong></td>
<td><strong>Grade 8 Students</strong></td>
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</tbody>
</table>
| 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | 8. Recall information from experiences or gather information from provided sources to answer a question. | 8. Recall relevant information from experiences or gather relevant information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | 8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes paraphrase, and categorize information, and provide a list of sources. | 8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. | 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. | 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.
### Anchor Standard W9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

<table>
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<tr>
<th>Grade Level</th>
<th>Standard Description</th>
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<tbody>
<tr>
<td>Kindergartners</td>
<td>9. (Begins in grade 4)</td>
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<tr>
<td>1st Grade</td>
<td>9. (Begins in grade 4)</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>9. (Begins in grade 4)</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>9. (Begins in grade 4)</td>
</tr>
<tr>
<td>4th Grade</td>
<td>9. (Begins in grade 4)</td>
</tr>
<tr>
<td>5th Grade</td>
<td>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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<tr>
<td>6th Grade</td>
<td>9. Apply grade 4 Reading standards to literary text (e.g., Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]).</td>
</tr>
<tr>
<td>7th Grade</td>
<td>9. Apply grade 5 Reading standards to informational text (e.g., Explain an author’s uses reasons and evidence to support particular points in a text).</td>
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<tr>
<td>8th Grade</td>
<td>9. Apply grade 5 Reading standards to literary text (e.g., Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics).</td>
</tr>
<tr>
<td>9th Grade</td>
<td>9. Apply grade 6 Reading standards to literary non-fiction (e.g., Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not).</td>
</tr>
<tr>
<td>10th Grade</td>
<td>9. Apply grade 6 Reading standards to literary nonfiction (e.g., Delineate 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).</td>
</tr>
<tr>
<td>11th Grade</td>
<td>9. Apply grade 7 Reading standards to literary nonfiction (e.g., Compare and contrast two or more texts, determining which point[s] of an author’s argument is most convincing and why).</td>
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<tr>
<td>12th Grade</td>
<td>9. Apply grade 7 Reading standards to literary nonfiction (e.g., Delineate 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).</td>
</tr>
</tbody>
</table>

### Range of Writing

### Anchor Standard W10
Write routinely over extended 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.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Standard Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergartners</td>
<td>10. (Begins in grade 2)</td>
</tr>
<tr>
<td>1st Grade</td>
<td>10. (Begins in grade 2)</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>10. Write routinely over extended 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.</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>10. Write routinely over extended 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.</td>
</tr>
<tr>
<td>4th Grade</td>
<td>10. Write routinely over extended 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.</td>
</tr>
<tr>
<td>5th Grade</td>
<td>10. Write routinely over extended 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.</td>
</tr>
<tr>
<td>6th Grade</td>
<td>10. Write routinely over extended 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.</td>
</tr>
<tr>
<td>7th Grade</td>
<td>10. Write routinely over extended 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.</td>
</tr>
<tr>
<td>8th Grade</td>
<td>10. Write routinely over extended 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.</td>
</tr>
<tr>
<td>9th Grade</td>
<td>10. Write routinely over extended 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.</td>
</tr>
<tr>
<td>10th Grade</td>
<td>10. Write routinely over extended 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.</td>
</tr>
</tbody>
</table>

**BOLD FONT INDICATES CALIFORNIA’S 15% | *PARTICULARLY LIKELY TO REQUIRE REVIEW**

ADAPTED FROM TULARE COUNTY OFFICE OF EDUCATION

14
### Speaking and Listening Standards K-8 (SL)

<table>
<thead>
<tr>
<th>Kindergartners</th>
<th>Grade 1 Students</th>
<th>Grade 2 Students</th>
<th>Grade 3 Students</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehension and Collaboration</strong></td>
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<tr>
<td><strong>Anchor Standard SL1</strong></td>
<td>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.</td>
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</tbody>
</table>

1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
   a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
   b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
   c. Ask questions to clear up confusion about the topics and texts under discussion.

2. Participate in collaborative conversations with diverse partners about grade 2 topics and text with peers and adults in small and larger groups.
   a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
   b. Build on others’ talk in conversations by linking their comments to the remarks of others.
   c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

3. Participate in collaborative conversations with diverse partners about grade 3 topics and texts, building on others' ideas and expressing their own clearly.
   a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
   b. Follow agreed-upon rules for discussions and carry out assigned roles.
   c. Pose and respond to specific questions by clarifying and following up on information, and make comments that contribute to the discussion and elaborate on the remarks of others.
   d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

4. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
   a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
   b. Follow agreed-upon rules for discussions and carry out assigned roles.
   c. Pose and respond to specific questions by clarifying and following up on information, and make comments that contribute to the discussion and elaborate on the remarks of others.
   d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

5. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
   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.
   b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
   c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
   d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

6. 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.
   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.
   b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
   c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
   d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

7. 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.
   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.
   b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
   c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
   d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

8. 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.
   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.
   b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
   c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
   d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**BOLD FONT INDICATES CALIFORNIA'S 15% | * PARTICULARLY LIKELY TO REQUIRE REVIEW**

ADAPTED FROM TULARE COUNTY OFFICE OF EDUCATION
**Anchor Standard SL2**
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- **Kindergartners**
  - Grade 1 Students
  - Grade 2 Students
  - Grade 3 Students
  - Grade 4 Students
  - Grade 5 Students
  - Grade 6 Students
  - Grade 7 Students
  - Grade 8 Students

1. **Understand and follow one-and two-step oral directions.**
2. **Ask and answer questions about key details in a text read aloud or information presented orally or through other media.**
3. **Recognize or describe key ideas or details from a text read aloud or information presented orally or through other media.**
4. **Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**
5. **Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**
6. **Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**
7. **Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.**
8. **Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.**

**Presentation of Knowledge & Ideas**

**Anchor Standard SL4**
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.

1. **Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.**
2. **Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.**
   - a. Memorize and recite poems, rhymes, and songs with expression.
3. **Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.**
   - a. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.
4. **Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.**
   - a. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, and provides a conclusion.
5. **Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.**
   - a. Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a
6. **Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.**
   - a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence
7. **Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptors, facts and details, and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.**
   - a. Plan and present an argument that:
8. **Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.**

**BOLD FONT INDICATES CALIFORNIA’S 15% | * PARTICULARLY LIKELY TO REQUIRE REVIEW ADAPTED FROM TULARE COUNTY OFFICE OF EDUCATION**
CALIFORNIA COMMON CORE CONTENT STANDARDS CONTINUUM

Kindergarten | Grade 1 Students | Grade 2 Students | Grade 3 Students | Grade 4 Students | Grade 5 Students | Grade 6 Students | Grade 7 Students | Grade 8 Students
---|---|---|---|---|---|---|---|---
**Anchor Standard SL5** | Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
6. Use relevant external resources to provide information, or clarify concepts or situations.
7. Use spoken diacritical marks or other symbols to add clarity to your speech.
8. Use spoken expression language, such as onomatopoeia, to generate a specific effect or flavor.
9. Use a synchronous multimedia presentation as an aid to the speaker's presentation of ideas.
10. Use digital media and visual displays to create a sense of place or time, or to present a concept or idea.
11. Use multimedia components (e.g., graphs, images, sound) and visual displays in presentations to clarify information.
12. Integrate multimedia elements into presentations to clarify information, strengthen claims and evidence, and add interest.

**Anchor Standard SL6** | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
6. Speak audibly and express thoughts, feelings, and ideas clearly.
7. Use a logical sequence of ideas in speech or writing.
8. Use precise language, appropriate to task and situation.
9. Use a variety of sentence patterns and sentence lengths.
10. Use a variety of punctuations, including commas, periods, question marks, exclamation points, and colons.
11. Use a variety of connectives, including conjunctions, subordinating conjunctions, and transitional adverbs.
12. Use a variety of word classes, including nouns, verbs, adjectives, adverbs, and pronouns.

Visalia Unified School District

English Language Arts K-8

BOLD FONT INDICATES CALIFORNIA’S 15% | * PARTICULARLY LIKELY TO REQUIRE REVIEW

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<tbody>
<tr>
<td><strong>Conventions of Standard English</strong></td>
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<tr>
<td><strong>Anchor Standard 1</strong></td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
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</tr>
<tr>
<td>1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</td>
<td>a. Print many upper- and lowercase letters.</td>
<td>b. Use common, proper, and possessive nouns.</td>
<td>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He, Hops; We Hop).</td>
<td>d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., I, me, they, them, their; anyone, everything).</td>
<td>e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I will walk home.)</td>
<td>f. Use reflexive pronouns (e.g., myself, ourselves).</td>
<td>g. Form and use the past tense of frequently occurring irregular plural nouns.</td>
<td>h. Correctly use frequent shifts in verb.</td>
</tr>
</tbody>
</table>

**Grade 2 Students**

| **Conventions of Standard English** | | | | | | | | |
| **Anchor Standard 1** | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | | | | | | |
| 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. | a. Print all upper- and lowercase letters. | b. Use common, proper, and possessive nouns. | c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He, Hops; We Hop). | d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., I, me, they, them; anyone, everything). | e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I will walk home.) | f. Use reflexive pronouns (e.g., myself, ourselves). | g. Form and use the past tense of frequently occurring irregular plural nouns. | h. Correctly use frequent shifts in verb. |

**Grade 3 Students**

| **Conventions of Standard English** | | | | | | | | |
| **Anchor Standard 1** | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | a. Print legible print. | b. Use collective nouns (e.g., group). | c. Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish). | d. Use reflexive pronouns (e.g., myself, ourselves). | e. Use and form the past tense of frequently occurring irregular plural nouns. | f. Use and form regular and irregular plural nouns. | g. Use and form regular and irregular verbs. |

**Grade 4 Students**

| **Conventions of Standard English** | | | | | | | | |
| **Anchor Standard 1** | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | a. Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence. | b. Use interrogative relative pronouns (who, whose, whom, which, that and relative adverbs where, when, why). | c. Use and form the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. | d. Use modal auxiliaries (can, may, must) to convey various temporal, modal, and conditional meanings. | e. Combine and use relative pronouns (who, whose, whom, that) and relative pronouns (e.g., myself, ourselves) correctly. | f. Use verb tense to convey various times, sequences, states, and conditions. | g. Recognize and correct inappropriate shifts in pronoun number and person. |

**Grade 5 Students**

| **Conventions of Standard English** | | | | | | | | |
| **Anchor Standard 1** | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | a. Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence. | b. Use interrogative relative pronouns (who, whose, whom, which, that and relative adverbs where, when, why). | c. Use and form the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. | d. Use modal auxiliaries (can, may, must) to convey various temporal, modal, and conditional meanings. | e. Combine and use relative pronouns (who, whose, whom, that) and relative pronouns (e.g., myself, ourselves) correctly. | f. Use verb tense to convey various times, sequences, states, and conditions. | g. Recognize and correct inappropriate shifts in pronoun number and person. |

**Grade 6 Students**

| **Conventions of Standard English** | | | | | | | | |
| **Anchor Standard 1** | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | a. Use and form regular and irregular plural nouns. | b. Use and form regular and irregular verbs. | c. Form and use the simple (e.g., I walked; I will walk) verb tenses. | d. Use and form regular and irregular verbs. | e. Use and form the simple (e.g., I walked; I will walk) verb tenses. | f. Use and form regular and irregular verbs. | g. Use and form the simple (e.g., I walked; I will walk) verb tenses. |

**Grade 7 Students**

| **Conventions of Standard English** | | | | | | | | |
| **Anchor Standard 1** | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | a. Use and form the simple (e.g., I walked; I will walk) verb tenses. | b. Use and form the simple (e.g., I walked; I will walk) verb tenses. | c. Use and form the simple (e.g., I walked; I will walk) verb tenses. | d. Use and form the simple (e.g., I walked; I will walk) verb tenses. | e. Use and form the simple (e.g., I walked; I will walk) verb tenses. | f. Use and form the simple (e.g., I walked; I will walk) verb tenses. | g. Use and form the simple (e.g., I walked; I will walk) verb tenses. |

**Grade 8 Students**

| **Conventions of Standard English** | | | | | | | | |
| **Anchor Standard 1** | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | a. Use and form the simple (e.g., I walked; I will walk) verb tenses. | b. Use and form the simple (e.g., I walked; I will walk) verb tenses. | c. Use and form the simple (e.g., I walked; I will walk) verb tenses. | d. Use and form the simple (e.g., I walked; I will walk) verb tenses. | e. Use and form the simple (e.g., I walked; I will walk) verb tenses. | f. Use and form the simple (e.g., I walked; I will walk) verb tenses. | g. Use and form the simple (e.g., I walked; I will walk) verb tenses. |
### Anchor Standard L2
Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

**Kindergartners**
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
  - a. Capitalize the first word in a sentence and the pronoun I.
  - b. Recognize and name the pronoun I.
  - c. Write a letter or letters to separate single words in a series.
  - d. Use end punctuation for sentences.
  - e. Spell simple words phonetically, drawing on phonemic awareness and spelling conventions.

**Grade 1 Students**
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
  - a. Capitalize the first word of each sentence and punctuation marks when writing.
  - b. Capitalize dates and names of people.
  - c. Use end punctuation for sentences.
  - d. Spell grade-appropriate words in titles.
  - e. Spell correctly.

**Grade 2 Students**
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
  - a. Capitalize appropriate words in titles.
  - b. Use commas in addresses.
  - c. Use commas in greetings and closings of letters.
  - d. Use an apostrophe to form contractions and frequently occurring possessives.
  - e. Use spelling patterns, ending rules, and generalizations learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
  - f. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**Grade 3 Students**
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
  - a. Capitalize appropriate words in titles.
  - b. Use commas in addresses.
  - c. Use commas and quotation marks to mark direct speech and quotations from a text.
  - d. Use a comma before a coordinating conjunction in a compound sentence.
  - e. Spell grade-appropriate words correctly, consulting references as needed.

**Grade 4 Students**
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
  - a. Use correct capitalization.
  - b. Use commas and quotation marks to mark direct speech and quotations from a text.
  - c. Use a comma to set off a tag question from the rest of the sentence.
  - d. Write simple words in titles.
  - e. Spell grade-appropriate words correctly, consulting references as needed.

**Grade 5 Students**
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
  - a. Use correct punctuation to separate items in a series.
  - b. Use a comma to separate introductory elements from the rest of the sentence.
  - c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).
  - d. Write simple words in titles.
  - e. Spell grade-appropriate words correctly, consulting references as needed.

**Grade 6 Students**
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
  - a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie, but not He wore an old, [green] shirt).
  - b. Spell correctly.

**Grade 7 Students**
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
  - a. Use an ellipsis to indicate an omission.
  - b. Use an ellipsis to indicate a pause or break.
  - c. Spell correctly.

**Grade 8 Students**
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
  - a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
  - b. Use an ellipsis to indicate an omission.
  - c. Spell correctly.

**ADAPTED FROM TULARE COUNTY OFFICE OF EDUCATION**
### Knowledge of Language

**Anchor Standard L3** 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.

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</tr>
</thead>
<tbody>
<tr>
<td>1. Compare formal and informal uses of English.</td>
<td>2. Identify new meanings, choose words and phrases based on context, choosing flexibly from an array of strategies.</td>
<td>3. Use sentence-level context as a clue to the meaning of a word or phrase.</td>
<td>4. Use sentence-level context as a clue to the meaning of a word or phrase.</td>
<td>5. Use sentence-level context as a clue to the meaning of a word or phrase.</td>
<td>6. Use sentence-level context as a clue to the meaning of a word or phrase.</td>
<td>7. Use sentence-level context as a clue to the meaning of a word or phrase.</td>
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<td>9. Use sentence-level context as a clue to the meaning of a word or phrase.</td>
</tr>
</tbody>
</table>

**Vocabulary Acquisition and Use**

**Anchor Standard L4** 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.

<table>
<thead>
<tr>
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<th>Grade 8 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade reading and content, choosing flexibly from an array of strategies.</td>
<td>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and ducking the verb to duck).</td>
<td>b. Use the most frequently occurring affixes and affixes (e.g., -ed,-ing,-ly) as a clue to the meaning of an unknown word.</td>
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**Knowledge of Language**

3. (Begins in grade 2)

3. (Begins in grade 2)

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.  

5. Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., note places at home that are cozy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas.  

5. Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g., tossed, thrown, hurled) and closely related adjectives (e.g., thin, slender, skinny, scrawny). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas. e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas.  

5. Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., a duck is a bird that swims; a tiger is a large cat). b. Distinguish among the categories (e.g., animals, plants, minerals) to better understand each of the words. c. Distinguish among the categories (e.g., cause/effect, part/whole, item/category) to better understand each of the words. d. Use knowledge of the etymology of words to determine or clarify the precise meaning of key words and phrases (e.g., by checking the inferred meaning in context or in a dictionary). e. 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. f. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). g. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). h. Distinguish shades of meaning among related words that describe similar but differing in intensity (e.g., describe foods that are spicy or juicy). i. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). j. Distinguish shades of meaning among related words that describe similar but differing in intensity (e.g., describe foods that are spicy or juicy). k. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
### Anchor Standard L6

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

<table>
<thead>
<tr>
<th>Kindergartners</th>
<th>Grade 1 Students</th>
<th>Grade 2 Students</th>
<th>Grade 3 Students</th>
<th>Grade 4 Students</th>
<th>Grade 5 Students</th>
<th>Grade 6 Students</th>
<th>Grade 7 Students</th>
<th>Grade 8 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Acquire and use accurately a range of general academic and domain-specific words and phrase 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.</strong></td>
<td>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.</td>
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</tr>
</tbody>
</table>

- 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
- 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
- 6. Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
- 6. Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
English Language Arts K-8

CALIFORNIA COMMON CORE CONTENT STANDARDS CONTINUUM

College and Career Readiness Anchor Standards for Reading • K-12

The K–8 standards on the above pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

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.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading

Grades K-5: To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Grades 6-12: To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.
College and Career Readiness Anchor Standards for Writing • K-5

The K–5 standards on the above pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.
9. Draw evidence from literary or informational texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content in student writing

**Grades K-5:** To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

**Grades 6-12:** For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

1 These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.
Readiness Anchor Standards for Speaking and Listening • K-5

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

- 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.
- 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- 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.
- 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

Grades K-5: To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Grades 6-12: To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others’ meritorious ideas while expressing their own clearly and persuasively. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.
College and Career Readiness Anchor Standards for Language • K-5

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

- 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- 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.

Vocabulary Acquisition and Use

- 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.
- 5. Demonstrate understanding of word relationships and nuances in word meanings.
- 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.

Note on range and content of student language use

Grades K-5: To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Grades 6-12: To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is as at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.
### Progressive Language Skills by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

### Standard L.3.1f.
Ensure subject-verb and pronoun-antecedent agreement.

### Standard L.3.a.
Choose words and phrases for effect.

### Standard L.3.3a.
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

### Standard L.4.1g.
Correctly use frequently confused words (e.g., to/too/two; there/their).

### Standard L.4.3a.
Choose words and phrases to convey ideas precisely.

### Standard L.4.3b.
Choose punctuation for effect.

### Standard L.5.1d.
Recognize and correct inappropriate shifts in verb tense.

### Standard L.5.2a.
Use punctuation to separate items in a series.

### Standard L.6.1c.
Recognize and correct inappropriate shifts in pronoun number and person.

### Standard L.6.1d.
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

### Standard L.6.1e.
Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.

### Standard L.6.2a.
Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

### Standard L.6.3a.
Vary sentence patterns for meaning, reader/listener interest, and style.

### Standard L.6.3b.
Maintain consistency in style and tone.

### Standard L.7.1c.
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

### Standard L.7.3a.
Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

### Standard L.8.1d.
Recognize and correct inappropriate shifts in verb voice and mood.

### Standard L.9-10.1.a.
Use parallel structure

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**Standards for Literacy in History/Social Studies, Science, and Technical Subjects / 6–12**

1. Subsumed by L.7.3a.
3. Subsumed by L.11-12.3a

**Standard 10: Range, Quality, and Complexity of Student Reading**

**Measuring Text Complexity: Three Factors**

**Qualitative evaluation of the text**

Levels of meaning, structure, language conventionality and clarity, and knowledge demands

(e.g., Is the structure conventional or unconventional? Is the language literal, figurative, or domain specific? Are the knowledge demands every day or highly specialized?)

**Quantitative evaluation of the text**

Readability measures and other scores of text complexity (e.g., These measures are ones that can be calculated by computer software, such as word length, frequency, sentence length, and text cohesion.)

**Matching reader to text and task**

Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

**Note:** More detailed information on text complexity and how it is measured is contained in Appendix A