Spelling Classroom

Scrambled Sentences
Summary: Drag and drop the words to form a correct sentence before the time runs out.

California Content Standards

Language Arts

Grade **1** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.1.	Reading Standards for Informational Text

PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.1.4.	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.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.1.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.1.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.1.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.1.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.1.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.1.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.1.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.1.6.	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).

California Content Standards

Language Arts

Grade **2** - Adopted: **2013**

CONTENT STANDARD /	CCSS.ELA-	College and Career Readiness Anchor Standards for Reading

DOMAIN / PART	Literacy.CCRA.R.	
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		**Conventions of Standard English**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.2.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.(See grade 2 Language standards 4-6 for additional expectations.CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF.2.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		**Fluency**
EXPECTATION / SUBSTRAND	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.2.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD /	CA.CC.L.2.	Language Standards

DOMAIN / PART		
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.2.1.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.2.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.2.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.2.6.	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).

California Content Standards

Language Arts

Grade **3** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	**Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.3.	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.3.4.	**Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language standards 4-6 for additional expectations.) CA**
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF.3.	**Reading Standards: Foundational Skills**
PERFORMANCE STANDARD / MODE		**Fluency**
EXPECTATION / SUBSTRAND	RF.3.4.	**Read with sufficient accuracy and fluency to support comprehension.**
FOUNDATION / PROFICIENCY LEVEL	RF.3.4.c.	**Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.3.	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.3.4.	**Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.**
FOUNDATION / PROFICIENCY LEVEL	L.3.4.a.	**Use sentence-level context as a clue to the meaning of a word or phrase.**
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.3.	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.3.5.	**Demonstrate understanding of word relationships and nuances in word meanings.**
FOUNDATION /	L.3.5.b.	**Identify real-life connections between words and their use (e.g., describe people who**

PROFICIENCY LEVEL		are friendly or helpful).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.3.	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.3.6.	**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).**

California Content Standards

Language Arts

Grade **4** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	**Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Conventions of Standard English**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.1	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	**Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.4.	**Reading Standards for Informational Text**
PERFORMANCE		**Craft and Structure**

STANDARD / MODE		
EXPECTATION / SUBSTRAND	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF.4.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.4.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.4.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.4.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.4.6.	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).

California Content Standards

Language Arts

Grade **5** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD /	CCSS.ELA-	College and Career Readiness Anchor Standards for Language

DOMAIN / PART	Literacy.CCRA.L.	
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF.5.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L.5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.6.	Reading Standards for Information Text
PERFORMANCE STANDARD / MODE		Craft and Structure

EXPECTATION / SUBSTRAND	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4 –6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.6.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standards English
EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.6.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.6.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

Grade **7** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.C	College and Career Readiness Anchor Standards for Language

	CRA.L.	
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.7.	**Reading Standards for Information Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.7.	**Language Standards**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.7.	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.7.	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase

important to comprehension or expression.

California Content Standards
Language Arts
Grade **8** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.8.	Reading Standards for Information Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.8.	Language Standards
PERFORMANCE		Vocabulary Acquisition and Use

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

California Content Standards

Language Arts

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

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.9-10.	Reading Standards for Information Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.9-10.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.9-10.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

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

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.9-10.	Reading Standards for Information Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.9-10.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.9-10.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

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

CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	**CCSS.ELA-Literacy.CCRA.R.4**	**Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Conventions of Standard English**
EXPECTATION / SUBSTRAND	**CCSS.ELA-Literacy.CCRA.L.1**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	**CCSS.ELA-Literacy.CCRA.L.3**	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
CONTENT STANDARD / DOMAIN / PART	**CCSS.ELA-Literacy.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**CCSS.ELA-Literacy.CCRA.L.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
EXPECTATION / SUBSTRAND	**CCSS.ELA-Literacy.CCRA.L.6**	**Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RI.11-12.**	**Reading Standards for Information Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	**RI.11-12.4.**	**Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA**
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.11-12.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	**L.11-12.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
FOUNDATION /	**L.11-**	**Apply the understanding that usage is a matter of convention, can change over time,**

PROFICIENCY LEVEL	12.1.a.	and is sometimes contested.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 11-12.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 11-12.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Content Standards

Language Arts

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

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.C	College and Career Readiness Anchor Standards for Language

	CRA.L.	
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.11-12.	**Reading Standards for Information Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.11-12.	**Language Standards**
PERFORMANCE STANDARD / MODE		**Conventions of Standards English**
EXPECTATION / SUBSTRAND	L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.1.a.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.11-12.	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.11-12.	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.