

Main Criteria: National Theatre for Children
Secondary Criteria: California Content Standards, Common Core State Standards
Subject: Language Arts
Grades: 3, 4, 5

National Theatre for Children

The importance of water

California Content Standards
Language Arts
Grade 3 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A-	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more

	Literacy.C CRA.L.3	fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.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.RI .3.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RI.3.10.	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 2–3 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.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.a.	Read on-level text with purpose and understanding.
CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.3.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.b.	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).
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.3.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.3.2.	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.
EXPECTATION / SUBSTRAND	SL.3.3.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
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 / PROFICIENCY LEVEL	L.3.5.b.	Identify real-life connections between words and their use (e.g., describe people who 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.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .4.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
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.RI .4.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.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.a.	Read on-level text with purpose and understanding.
CONTENT	CA.CC.S	Speaking and Listening Standards

STANDARD / DOMAIN / PART	L.4.	
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.4.1.	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.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.4.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.4.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
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PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy.C CRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD /	CA.CC.RI .5.	Reading Standards for Informational Text

DOMAIN / PART		
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.RI.5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RI.5.10.	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 4–5 text complexity band independently and proficiently.
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.a.	Read on-level text with purpose and understanding.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.1.	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.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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).

Common Core State Standards

Language Arts

Grade 3 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R I.3	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A-Literacy.R I.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.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.3	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A-Literacy.R I.3.10	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 2-3 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.EL A-Literacy.R F.3	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A-Literacy.R F.3.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A-Literacy.R F.3.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.3	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.EL A-Literacy.S L.3.1a	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.
EXPECTATION	CCSS.EL A-Literacy.S L.3.1b	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).
EXPECTATION	CCSS.EL A-Literacy.S L.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	CCSS.EL A-Literacy.S L.3.1d	Explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.3	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S	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.

	L.3.2	
STANDARD	CCSS.EL A- Literacy.S L.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .3	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .3.5	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A- Literacy.L .3.5b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .3	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.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).

Common Core State Standards

Language Arts

Grade 4 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.4	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.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.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.4	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R I.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.4	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A- Literacy.R F.4.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A- Literacy.R F.4.4a	Read on-level text with purpose and understanding.

STRAND / DOMAIN	CCSS.EL A-Literacy.S L.4	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.4.1	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.
EXPECTATION	CCSS.EL A-Literacy.S L.4.1a	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.
EXPECTATION	CCSS.EL A-Literacy.S L.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.EL A-Literacy.S L.4.1c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	CCSS.EL A-Literacy.S L.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.4	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.4	Speaking and Listening Standards
CATEGORY / CLUSTER		Presentation of Knowledge and Ideas
STANDARD	CCSS.EL A-Literacy.S L.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on page 28 for specific expectations.)
STRAND / DOMAIN	CCSS.EL A-Literacy.L .4	Language Standards
CATEGORY / CLUSTER		Knowledge of Language
STANDARD	CCSS.EL A-Literacy.L .4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	CCSS.EL A-Literacy.L .4.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / DOMAIN	CCSS.EL A-Literacy.L .4	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L	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

.4.6 (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Common Core State Standards

Language Arts

Grade 5 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R I.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A-Literacy.R I.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.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A-Literacy.R I.5.10	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 4-5 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.EL A-Literacy.R F.5	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A-Literacy.R F.5.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A-Literacy.R F.5.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.5.1	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.
EXPECTATION	CCSS.EL A-Literacy.S L.5.1a	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.
EXPECTATION	CCSS.EL A-Literacy.S L.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.EL A-Literacy.S L.5.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration

STANDARD	CCSS.EL A- Literacy.S L.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .5	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.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).

The uses of water

California Content Standards

Language Arts

Grade 3 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy.C CRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language

PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.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.RI .3.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RI.3.10.	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 2–3 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.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.a.	Read on-level text with purpose and understanding.
CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.3.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.b.	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).

FOUNDATION / PROFICIENCY LEVEL	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.3.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.3.2.	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.
EXPECTATION / SUBSTRAND	SL.3.3.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
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 / PROFICIENCY LEVEL	L.3.5.b.	Identify real-life connections between words and their use (e.g., describe people who 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.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE		Range of Reading and Level of Text Complexity

STANDARD / MODE		
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .4.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
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.RI .4.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.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.a.	Read on-level text with purpose and understanding.
CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.4.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.4.1.	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.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.4.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.4.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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).

Language Arts

Grade 5 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.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.RI.5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RI.5.10.	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 4–5 text complexity band independently and proficiently.
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.a.	Read on-level text with purpose and understanding.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.1.	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.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.5.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION /	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific

SUBSTRAND		words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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Common Core State Standards

Language Arts

Grade 3 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R I.3	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A-Literacy.R I.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.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.3	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A-Literacy.R I.3.10	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 2-3 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.EL A-Literacy.R F.3	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A-Literacy.R F.3.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A-Literacy.R F.3.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.3	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.EL A-Literacy.S L.3.1a	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.
EXPECTATION	CCSS.EL A-Literacy.S L.3.1b	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).
EXPECTATION	CCSS.EL A-Literacy.S L.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	CCSS.EL A-Literacy.S L.3.1d	Explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN	CCSS.EL A-	Speaking and Listening Standards

	Literacy.S L.3	
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.3.2	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.
STANDARD	CCSS.EL A- Literacy.S L.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .3	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .3.5	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A- Literacy.L .3.5b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .3	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.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).

Common Core State Standards

Language Arts

Grade 4 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.4	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.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.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.4	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R I.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.4	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL	Read with sufficient accuracy and fluency to support comprehension.

	A-Literacy.R F.4.4	
EXPECTATION	CCSS.EL A-Literacy.R F.4.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.4	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.4.1	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.
EXPECTATION	CCSS.EL A-Literacy.S L.4.1a	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.
EXPECTATION	CCSS.EL A-Literacy.S L.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.EL A-Literacy.S L.4.1c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	CCSS.EL A-Literacy.S L.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.4	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.4	Speaking and Listening Standards
CATEGORY / CLUSTER		Presentation of Knowledge and Ideas
STANDARD	CCSS.EL A-Literacy.S L.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on page 28 for specific expectations.)
STRAND / DOMAIN	CCSS.EL A-Literacy.L .4	Language Standards
CATEGORY / CLUSTER		Knowledge of Language
STANDARD	CCSS.EL A-Literacy.L .4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	CCSS.EL A-Literacy.L .4.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / DOMAIN	CCSS.EL A-	Language Standards

	Literacy.L .4	
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.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).

Common Core State Standards

Language Arts

Grade 5 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.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.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R I.5.10	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 4-5 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.5	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A- Literacy.R F.5.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A- Literacy.R F.5.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.5.1	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.
EXPECTATION	CCSS.EL A- Literacy.S L.5.1a	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.
EXPECTATION	CCSS.EL A- Literacy.S L.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.EL A- Literacy.S L.5.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

STRAND / DOMAIN	CCSS.EL A-Literacy.S L.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / DOMAIN	CCSS.EL A-Literacy.L .5	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.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).

Ways to conserve water

California Content Standards

Language Arts

Grade 3 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION /	CCSS.EL	Prepare for and participate effectively in a range of conversations and collaborations

SUBSTRAND	A-Literacy.C CRA.SL.1	with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.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.RI .3.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RI.3.10.	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 2-3 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.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.a.	Read on-level text with purpose and understanding.
CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.3.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.b.	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).
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.3.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.3.2.	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.
EXPECTATION / SUBSTRAND	SL.3.3.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
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 / PROFICIENCY LEVEL	L.3.5.b.	Identify real-life connections between words and their use (e.g., describe people who 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.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

	CRA.R.7	
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .4.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
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.RI .4.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.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.a.	Read on-level text with purpose and understanding.
CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.4.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.4.1.	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.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.4.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.4.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 4.	Language Standards
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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).
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California Content Standards

Language Arts

Grade 5 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE		Vocabulary Acquisition and Use

STANDARD / MODE		
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.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.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RI.5.10.	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 4–5 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.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.a.	Read on-level text with purpose and understanding.
CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.1.	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.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT	CA.CC.L.	Language Standards

STANDARD / DOMAIN / PART	5.	
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).

Common Core State Standards

Language Arts

Grade 3 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.3	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.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.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.3	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R I.3.10	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 2-3 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.3	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A- Literacy.R F.3.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A- Literacy.R F.3.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.3	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.EL A- Literacy.S L.3.1a	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.
EXPECTATION	CCSS.EL A- Literacy.S L.3.1b	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).
EXPECTATION	CCSS.EL A- Literacy.S L.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

EXPECTATION	CCSS.EL A- Literacy.S L.3.1d	Explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.3	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.3.2	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.
STANDARD	CCSS.EL A- Literacy.S L.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .3	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .3.5	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A- Literacy.L .3.5b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .3	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.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).

Common Core State Standards

Language Arts

Grade 4 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.4	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.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.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.4	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R I.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND /	CCSS.EL	Reading Standards: Foundational Skills

DOMAIN	A-Literacy.R F.4	
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A-Literacy.R F.4.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A-Literacy.R F.4.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.4	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.4.1	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.
EXPECTATION	CCSS.EL A-Literacy.S L.4.1a	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.
EXPECTATION	CCSS.EL A-Literacy.S L.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.EL A-Literacy.S L.4.1c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	CCSS.EL A-Literacy.S L.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.4	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.4	Speaking and Listening Standards
CATEGORY / CLUSTER		Presentation of Knowledge and Ideas
STANDARD	CCSS.EL A-Literacy.S L.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on page 28 for specific expectations.)
STRAND / DOMAIN	CCSS.EL A-Literacy.L .4	Language Standards
CATEGORY / CLUSTER		Knowledge of Language
STANDARD	CCSS.EL A-Literacy.L .4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	CCSS.EL A- Literacy.L .4.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .4	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.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).

Common Core State Standards

Language Arts

Grade 5 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.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.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R I.5.10	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 4-5 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.5	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A- Literacy.R F.5.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A- Literacy.R F.5.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.5.1	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.
EXPECTATION	CCSS.EL A- Literacy.S L.5.1a	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.
EXPECTATION	CCSS.EL	Follow agreed-upon rules for discussions and carry out assigned roles.

	A-Literacy.S L.5.1b	
EXPECTATION	CCSS.EL A-Literacy.S L.5.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / DOMAIN	CCSS.EL A-Literacy.L .5	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.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).

Ways water is wasted

California Content Standards

Language Arts

Grade 3 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT	CCSS.EL	College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / DOMAIN / PART	A-Literacy.C CRA.SL.	
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.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.RI .3.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RI.3.10.	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 2–3 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.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.a.	Read on-level text with purpose and understanding.
CONTENT STANDARD /	CA.CC.S L.3.	Speaking and Listening Standards

DOMAIN / PART		
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.b.	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).
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.3.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.3.2.	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.
EXPECTATION / SUBSTRAND	SL.3.3.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
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 / PROFICIENCY LEVEL	L.3.5.b.	Identify real-life connections between words and their use (e.g., describe people who 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.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD /	CCSS.EL A-	College and Career Readiness Anchor Standards for Reading

DOMAIN / PART	Literacy.C CRA.R.	
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy.C CRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .4.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
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 /	CA.CC.RI .4.	Reading Standards for Informational Text

DOMAIN / PART		
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.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.a.	Read on-level text with purpose and understanding.
CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.4.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.4.1.	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.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.4.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.4.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.L 4.	Language Standards
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group

LEVEL		discussion).
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.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A-	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more

	Literacy.C CRA.L.3	fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.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.RI .5.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	RI.5.10.	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 4–5 text complexity band independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.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.a.	Read on-level text with purpose and understanding.
CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.5.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.1.	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.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
FOUNDATION / PROFICIENCY LEVEL	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.5.	Speaking and Listening Standards

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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).

Common Core State Standards

Language Arts

Grade 3 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R I.3	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A-Literacy.R I.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.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.3	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A-Literacy.R I.3.10	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 2-3 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.EL A-Literacy.R F.3	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A-Literacy.R F.3.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A-Literacy.R F.3.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.3	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.EL A-Literacy.S L.3.1a	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.
EXPECTATION	CCSS.EL	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways,

	A-Literacy.S L.3.1b	listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	CCSS.EL A-Literacy.S L.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	CCSS.EL A-Literacy.S L.3.1d	Explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.3	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.3.2	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.
STANDARD	CCSS.EL A-Literacy.S L.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
STRAND / DOMAIN	CCSS.EL A-Literacy.L .3	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .3.5	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A-Literacy.L .3.5b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
STRAND / DOMAIN	CCSS.EL A-Literacy.L .3	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.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).

Common Core State Standards

Language Arts

Grade 4 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R I.4	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A-Literacy.R I.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.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.4	Reading Standards for Informational Text
CATEGORY /		Range of Reading and Level of Text Complexity

CLUSTER		
STANDARD	CCSS.EL A- Literacy.R I.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.4	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A- Literacy.R F.4.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A- Literacy.R F.4.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.4	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.4.1	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.
EXPECTATION	CCSS.EL A- Literacy.S L.4.1a	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.
EXPECTATION	CCSS.EL A- Literacy.S L.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.EL A- Literacy.S L.4.1c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	CCSS.EL A- Literacy.S L.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.4	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.4	Speaking and Listening Standards
CATEGORY / CLUSTER		Presentation of Knowledge and Ideas
STANDARD	CCSS.EL A- Literacy.S L.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on page 28 for specific expectations.)
STRAND / DOMAIN	CCSS.EL A- Literacy.L .4	Language Standards

CATEGORY / CLUSTER		Knowledge of Language
STANDARD	CCSS.EL A- Literacy.L .4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	CCSS.EL A- Literacy.L .4.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .4	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.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).

Common Core State Standards

Language Arts

Grade 5 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.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.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R I.5.10	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 4-5 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.5	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A- Literacy.R F.5.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A- Literacy.R F.5.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S	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.

	L.5.1	
EXPECTATION	CCSS.EL A- Literacy.S L.5.1a	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.
EXPECTATION	CCSS.EL A- Literacy.S L.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.EL A- Literacy.S L.5.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .5	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.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).