**Reading Standards for Literature K-5 (RL)**

**Kindergarteners:**  
1. With prompting and support, ask and answer questions about details in a text.  
2. With prompting and support, retell familiar stories, including key details.  
3. With prompting and support, identify characters, settings, and major events in a story.  

**Grade 1 Students:**  
1. Ask and answer questions about key details in a text.  
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.  
3. Describe characters, settings, and major events in a story, using key details.  

**Grade 2 Students:**  
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  
2. Recount stories, including fables and folktales from diverse cultures, and determine how it is conveyed through key details in the text.  
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.  

**Grade 3 Students:**  
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.  
3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  

**Grade 4 Students:**  
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  
2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.  
3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  

**Grade 5 Students:**  
1. Make inferences and predictions about text.  
2. Confirm predictions about what will happen next in a text.  
3. Compare and contrast the adventures and experiences of characters in familiar stories.  

**Craft & Structure**  
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  
5. Identify the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Heracles).  
6. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  

**Integration of Knowledge & Ideas**  
4. Compare the adventures and experiences of characters in stories.  
5. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.  

**Range of Reading and Level of Text Complexity**  
4. Comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.  

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**Key Ideas & Details**

1. Ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 for additional expectations.) CA  
2. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA  
3. Use illustrations and details in a story to describe its characters, settings, or events.  
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA  
5. Evaluate the effectiveness of a particular speaker or speaker's point of view. (See grade 4 Language standards 4-6 for additional expectations.) CA  
6. Compare and contrast the adventures and experiences of characters in familiar stories.  
7. Compare and contrast the treatement of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.  

**Standards for Language Literacy**

1. Ask and answer questions about key details in a text.  
2. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  
3. Compare the adventures and experiences of characters in familiar stories.  
4. Identify the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Heracles).  
5. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  
6. Identify the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Heracles).  
7. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  
8. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  
9. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  
10. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
## Reading Standards for Informational Text K-5 (RI)

### Kindergarteners:
- **Grade 1 Students**
- **Grade 2 Students**
- **Grade 3 Students**
- **Grade 4 Students**
- **Grade 5 Students**

#### Key Ideas & Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

#### Craft & Structure

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade K Language standards 4-6 for additional expectations.) CA
5. Identify the front cover, back cover, and title page of a book.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

#### Integration of Knowledge & Ideas

7. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
8. 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 proficiently, with scaffolding as needed at the high end of the range.
9. 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 proficiently and independently.
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 proficiently and independently.

#### Range of Reading and Level of Text Complexity

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 proficiently and independently.

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Notes:
- Quoting accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine two or more main ideas and how they are supported by key details; summarize the text.
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
<table>
<thead>
<tr>
<th>Reading Standards: Foundational Skills K-5(RF)</th>
<th>Kindergarteners</th>
<th>Grade 1 Students</th>
<th>Grade 2 Students</th>
<th>Grade 3 Students</th>
<th>Grade 4 Students</th>
<th>Grade 5 Students</th>
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<tbody>
<tr>
<td><strong>Print Concepts</strong></td>
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<tr>
<td>1. Demonstrate understanding of the organization and basic features of print.</td>
<td>1. (Not applicable)</td>
<td>1. (Not applicable)</td>
<td>1. (Not applicable)</td>
<td>1. (Not applicable)</td>
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<tr>
<td>a. Follow words from left to right, top to bottom, and read by page.</td>
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<td>b. Recognize that spoken words are represented in written language by specific sequences of letters.</td>
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<td>c. Understand that words are separated by spaces in print.</td>
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<td>d. Recognize and name all upper- and lowercase letters of the alphabet.</td>
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<tr>
<td><strong>Phonological Awareness</strong></td>
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<tr>
<td>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</td>
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<tr>
<td>a. Recognize and reproduce rhyming words.</td>
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<td>b. Count, pronounce, blend, and segment syllables in spoken words.</td>
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<td>c. Blend and segment onsets and rimes of single-syllable spoken words.</td>
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<td>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-syllable (consonant-vowel-consonant or CVC) words. * (This does not include CVCs ending with /% or /h/)</td>
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<td>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words</td>
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<td>f. Blend two to three phonemes into recognizable words. CA</td>
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<td><strong>Phonics &amp; Word Recognition</strong></td>
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<td>3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</td>
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<tr>
<td>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</td>
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<td>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. Identify which words represent the five major vowels [a, e, i, o, and u] and know the long and short sound of each vowel. More complex long vowel graphemes and spelling are targeted in the grade 1 phonics standards.] CA</td>
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<td>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)</td>
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<td>4. <strong>Grade 1 Students</strong></td>
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<td>5. <strong>Grade 2 Students</strong></td>
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<td>6. <strong>Grade 3 Students</strong></td>
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<td>7. <strong>Grade 4 Students</strong></td>
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<td>8. <strong>Grade 5 Students</strong></td>
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### Reading Standards: Foundational Skills K-5

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<tbody>
<tr>
<td>Fluency</td>
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<tr>
<td>1. Read emergent-reader texts with purpose and understanding.</td>
<td>2. Read with sufficient accuracy and fluency to support comprehension.</td>
<td>3. Read with sufficient accuracy and fluency to support comprehension.</td>
<td>4. Read with sufficient accuracy and fluency to support comprehension.</td>
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<tr>
<td>a. Read on-level text with purpose and understanding.</td>
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<td>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</td>
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<tr>
<td>c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.</td>
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### Writing Standards K-5(W)

#### Text Types & Purposes

| 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . . ). |
| 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some information about the topic. |

#### Grade 1 Students

1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

#### Grade 2 Students

1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section.

#### Grade 3 Students

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

a. Introduce the topic or text they are writing about, state an opinion, supply reasons that support the opinion, and provide a concluding statement or section.

b. Provide reasons that support the opinion.

c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

d. Provide concluding statement or section.

#### Grade 4 Students

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.

b. Provide reasons that are supported by facts and details.

c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

d. Provide a concluding statement or section related to the opinion presented.

#### Grade 5 Students

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.

b. Provide logically ordered reasons that are supported by facts and details.

c. Link opinions and reasons using words, phrases, and clauses (e.g., consequently, specifically).

d. Provide a concluding statement or section related to the opinion presented.
3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

3. With guidance and support from adults, develop and strengthen writing as needed by planning, revising, and editing.

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
   a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
   b. Use dialogue and description to develop experiences and events or show the response of characters to situations.
   c. Use temporal words and phrases to signal event order. Provide a sense of closure.

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 
   a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
   b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
   c. Use a variety of transitional words and phrases to manage the sequence of events.
   d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
   e. Provide a conclusion that follows from the narrated experiences or events.

Production & Distribution of Writing

4. (Begins in grade 2) CA
4. (Begins in grade 2) CA
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) CA
4. With guidance and support from adults, produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.) CA
4. Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.) CA
4. Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.) CA

5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
**Range of Writing**

6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

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### Writing Standards K-5(W) continued

<table>
<thead>
<tr>
<th>Kindergartners:</th>
<th>Grade 1 Students</th>
<th>Grade 2 Students</th>
<th>Grade 3 Students</th>
<th>Grade 4 Students</th>
<th>Grade 5 Students</th>
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<tbody>
<tr>
<td><strong>Research to Build &amp; Present Knowledge</strong></td>
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<tr>
<td>7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</td>
<td>7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</td>
<td>7. Conduct short research projects that build knowledge about a topic.</td>
<td>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</td>
<td>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</td>
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<tr>
<td>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</td>
<td>8. Recall information from experiences or gather information from provided sources to answer a question.</td>
<td>8. Recall information from experiences or gather relevant information from print and digital sources; take brief notes on sources and sort evidence into provided categories</td>
<td>8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes paraphrase, and categorize information, and provide a list of sources. CA</td>
<td>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.</td>
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<td>9. (Begins in grade 4)</td>
<td>9. (Begins in grade 4)</td>
<td>9. (Begins in grade 4)</td>
<td>9. (Begins in grade 4)</td>
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<td>9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literary (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</td>
<td>9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</td>
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### Speaking & Listening Standards K-5 (SL)

#### Kindergartners:

- **Grade 1 Students**
- **Grade 2 Students**
- **Grade 3 Students**
- **Grade 4 Students**
- **Grade 5 Students**

#### Comprehension & Collaboration

1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
   - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
   - b. Continue a conversation through multiple exchanges.

2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

#### Presentation of Knowledge & Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

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**ENGLISH LANGUAGE ARTS K-5**

**“CONTINUUM for CALIFORNIA STANDARDS”**

- **10. (Begins in grade 2) CA**
  - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- **10. (Begins in grade 2) CA**
  - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- **10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**
**ENGLISH LANGUAGE ARTS K-5**

<table>
<thead>
<tr>
<th>a. Memorize and recite poems, rhymes, and songs with expression. CA</th>
<th>descriptive details, speaking audibly in coherent sentences. CA</th>
<th>relevant, descriptive details, speaking clearly at an understandable pace. CA</th>
<th>descriptive details to support main ideas or themes; speak clearly at an understandable pace. CA</th>
<th>descriptive details to support main ideas or themes; speak clearly at an understandable pace. CA</th>
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<tbody>
<tr>
<td>Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion. CA</td>
<td>Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA</td>
<td>Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable. CA</td>
<td>Plan and deliver a informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA</td>
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**Speaking & Listening Standards K-5 (SL) continued**

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<td><strong>Presentation of Knowledge &amp; Ideas</strong></td>
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</tr>
<tr>
<td>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</td>
<td>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</td>
<td>5. Create engaging audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</td>
<td>5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</td>
<td>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</td>
<td>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</td>
</tr>
<tr>
<td>6. Speak audibly and express thoughts, feelings, and ideas clearly.</td>
<td>6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)</td>
<td>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)</td>
<td>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)</td>
<td>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 for specific expectations.)</td>
<td>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)</td>
</tr>
</tbody>
</table>

**Language Standards K-5 (L)**

<table>
<thead>
<tr>
<th>Conventions of Standard English</th>
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</table>

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*Tulare County Office of Education, Visalia, California (559) 651-3031 *RBDL FONF INDICATES CALIFORNIA’S 1% Licensing terms at [http://commoncore.tcoe.org/licensing](http://commoncore.tcoe.org/licensing)
**ENGLISH LANGUAGE ARTS K-5**

**Knowledge of Language**

**Kindergarteners:**

d. Use punctuation and spelling when writing.

e. Use possessive and possessive nouns.

f. Write personal narratives, product descriptions, and expository sentences.

b. Use common and proper nouns.

c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

d. Use personal and possessive pronouns (e.g., I, we, they, their; anyone, everyone, everything) CA.

**Grade 1 Students**

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Print many upper- and lowercase letters.

b. Use frequently occurring nouns and verbs.

c. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).

d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

e. Use the most frequently occurring prepositions (e.g., in, from, in, on, off, for, by, with).

f. Produce and expand complete sentences in shared language activities.

2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

a. Capitalize the first word in a sentence and the pronoun I.

b. Recognize and name end punctuation.

c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

3. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

a. Use common and proper nouns.

b. Use correct capitalization for words with common spelling patterns and for frequently occurring irregular words.

c. Spell contractions and frequently occurring possessives.

d. Generalize learned spelling patterns when writing words (e.g., cage → cage; boy → boil).

e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

4. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

a. Use correct capitalization for words with common spelling patterns and for frequently occurring irregular words.

b. Use correct capitalization for words with common spelling patterns and for frequently occurring irregular words.

c. Generalize learned spelling patterns when writing words (e.g., cage → cage; boy → boil).

d. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**Grade 2 Students**

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

b. Form and use regular and irregular plural nouns (e.g., children, children; cats, cat).

2. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.

b. Procreate, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; the movie the boy watched was a Western movie watched by the boy). CA.

3. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.

b. Produce, expand, and rearrange complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

4. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Use correct capitalization for words with common spelling patterns and for frequently occurring irregular words.

b. Use correct capitalization for words with common spelling patterns and for frequently occurring irregular words.

c. Generalize learned spelling patterns when writing words (e.g., cage → cage; boy → boil).

d. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**Grade 3 Students**

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

b. Form and use regular and irregular plural nouns (e.g., children, children; cats, cat).

2. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.

b. Produce, expand, and rearrange complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

3. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Use correct capitalization for words with common spelling patterns and for frequently occurring irregular words.

b. Use correct capitalization for words with common spelling patterns and for frequently occurring irregular words.

c. Generalize learned spelling patterns when writing words (e.g., cage → cage; boy → boil).

d. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

4. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Use correct capitalization for words with common spelling patterns and for frequently occurring irregular words.

b. Use correct capitalization for words with common spelling patterns and for frequently occurring irregular words.

c. Generalize learned spelling patterns when writing words (e.g., cage → cage; boy → boil).

d. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**Grade 4 Students**

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

b. Form and use regular and irregular plural nouns (e.g., children, children; cats, cat).

2. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.

b. Produce, expand, and rearrange complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

3. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Use correct capitalization for words with common spelling patterns and for frequently occurring irregular words.

b. Use correct capitalization for words with common spelling patterns and for frequently occurring irregular words.

c. Generalize learned spelling patterns when writing words (e.g., cage → cage; boy → boil).

d. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

4. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Use correct capitalization for words with common spelling patterns and for frequently occurring irregular words.

b. Use correct capitalization for words with common spelling patterns and for frequently occurring irregular words.

c. Generalize learned spelling patterns when writing words (e.g., cage → cage; boy → boil).

d. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**Grade 5 Students**

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

b. Form and use regular and irregular plural nouns (e.g., children, children; cats, cat).

2. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.

b. Produce, expand, and rearrange complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

3. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Use correct capitalization for words with common spelling patterns and for frequently occurring irregular words.

b. Use correct capitalization for words with common spelling patterns and for frequently occurring irregular words.

c. Generalize learned spelling patterns when writing words (e.g., cage → cage; boy → boil).

d. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

4. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Use correct capitalization for words with common spelling patterns and for frequently occurring irregular words.

b. Use correct capitalization for words with common spelling patterns and for frequently occurring irregular words.

c. Generalize learned spelling patterns when writing words (e.g., cage → cage; boy → boil).

d. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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**Language Standards K-5 (L) Continued**

**Knowledge of Language**

**Kindergartners:**

<table>
<thead>
<tr>
<th>Grade 1 Students</th>
<th>Grade 2 Students</th>
<th>Grade 3 Students</th>
<th>Grade 4 Students</th>
<th>Grade 5 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</td>
<td>2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</td>
<td>3. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</td>
<td>4. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</td>
<td>5. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td>a. Capitalize holidays, product names, and geographic names.</td>
<td>b. Use commas to separate a series.</td>
<td>c. Use commas to separate a series.</td>
<td>d. Use commas to separate a series.</td>
<td>e. Use commas to separate a series.</td>
</tr>
<tr>
<td>b. Use commas in sentences.</td>
<td>c. Use commas to separate a series.</td>
<td>d. Use commas to separate a series.</td>
<td>e. Use commas to separate a series.</td>
<td>f. Use commas to separate a series.</td>
</tr>
<tr>
<td>c. Use commas in dates and to separate single words in a series.</td>
<td>d. Use commas to separate a series.</td>
<td>e. Use commas to separate a series.</td>
<td>f. Use commas to separate a series.</td>
<td>g. Use commas to separate a series.</td>
</tr>
<tr>
<td>d. Use commas to separate a series.</td>
<td>e. Use commas to separate a series.</td>
<td>f. Use commas to separate a series.</td>
<td>g. Use commas to separate a series.</td>
<td>h. Use commas to separate a series.</td>
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<tr>
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<td>f. Use commas to separate a series.</td>
<td>g. Use commas to separate a series.</td>
<td>h. Use commas to separate a series.</td>
<td>i. Use commas to separate a series.</td>
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<tr>
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<td>h. Use commas to separate a series.</td>
<td>i. Use commas to separate a series.</td>
<td>j. Use commas to separate a series.</td>
</tr>
</tbody>
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3. (Begins in grade 2)

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Compare formal and informal uses of English.
   b. Recognize and observe differences between the conventions of spoken and written Standard English.
   c. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Choose words and phrases to convey ideas precisely.
   b. Choose punctuation for effect.
   c. Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).

4. Determine or clarify the meaning of unknown words and multiple-meaning words and phrases based on grade 2 reading and content.
   a. Identify new meanings for words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
   b. Use the most frequently occurring affixes and roots (e.g., -ly, -ful, -less, un-, re-, pre-, post-) as clues to the meaning of an unknown word.
   c. Use sentence-level context as a clue to the meaning of a word or phrase.
   d. Use frequently occurring affixes as a clue to the meaning of a word.
   e. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).
   f. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas, CA.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
   a. Use sentence-level context as a clue to the meaning of a word or phrase.
   b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable / disagreeable, comfortable / uncomfortable, care / uncareful).
   c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
   d. Use knowledge of the meaning of words and phrases in context (e.g., definitions, examples, or usage) to determine or clarify the precise meaning of key words and phrases in all content areas, CA.

4. Determine or clarify the meaning of unknown words and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
   a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
   b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
   c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
   d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas, CA.

4. Determine or clarify the meaning of unknown words and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
   a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
   b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photographs, photosynthesis).
   c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
   d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas, CA.

5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
   a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
   b. Demonstrate understanding of frequently occurring affixes and roots (e.g., -ly, -ful, -less, un-, re-) as clues to the meaning of words and phrases.
   c. Use knowledge of the meaning of words and phrases in context (e.g., definitions, examples, or usage) to determine or clarify the precise meaning of key words and phrases in all content areas, CA.
   d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
   e. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).
   f. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas, CA.

5. Demonstrate understanding of word relationships and nuances in word meanings.
   a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
   b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
   c. Demonstrate understanding of word relationships and nuances in word meanings.
   a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
   b. Recognize and explain the meaning of common idioms, adages, and proverbs.
   c. Demonstrate understanding of word relationships and nuances in word meanings.
   a. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   b. Interpret figurative language, including similes and metaphors, in context.
   c. Recognize and explain the meaning of common idioms, adages, and proverbs.
   d. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   b. Demonstrate understanding of word relationships and nuances in word meanings.
   a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
   b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
   c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
   d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas, CA.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Demonstrate understanding of word relationships and nuances in word meanings.
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   a. Recognize and explain the meaning of common idioms, adages, and proverbs.
   b. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
   b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
   c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
   d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas, CA.
<table>
<thead>
<tr>
<th>6.</th>
<th>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</th>
</tr>
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<tbody>
<tr>
<td>6.</td>
<td>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</td>
</tr>
<tr>
<td>6.</td>
<td>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</td>
</tr>
<tr>
<td>6.</td>
<td>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).</td>
</tr>
<tr>
<td>6.</td>
<td>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).</td>
</tr>
<tr>
<td>6.</td>
<td>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).</td>
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</table>